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ABSTRACT

Austin's Title I program provided 6,300 students with supplemental reading instruction, guidance and counseling, and parent involvement services. The evaluation focused upon answering and providing supporting data for two system-level and twelve program-level decision questions; forty-one evaluation findings were reported. Supporting data were collected from classroom observation; questionnaires for teachers, parents, principals, and Title I staff; student records; and standarized tests. The majority of Title I students achieved below the national norms for reading and mathematics at all grade levels except first, and fell progressively behind through the fifth grade. Needs were identified in the areas of reading and mathematics achievement and attendance. Coordination of Title I activities with other compensatory programs was minimal. The program's use of school staff and parents did not produce improved achievement. No answer was available about the best grade level for delivery of Title I services. The methods for identifying Title I schools and students were successful in locating schools with the lowest average achievement, and students within those schools with the lowest achievement levels. Teacher expectation was either unrelated to student achievement or unmeasurable through questionnaires. (Program descriptions and characteristics of the participating schools are provided). (CP)

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FINAL EVALUATION REPORT

1976-77

ESEA Title I Program

June 30, 1977

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I

ABSTRACT

Evaluation of ESEA Title I, 1976-77

Description of Program

Austin's Title I Program was designed to provide low-achieving students in low-income schools with supplemental reading instruction, guidance and counseling, and parental involvement services. The five components and their approximate 76-77 expenditures are listed below.

Component	Estimated 76-77 Expenditures
Basic Skills Instruction	$825,000
Guidance and Counseling	220,000
Parental Involvement	120,000
Administration	57,000
Non-Public Schools	7,200

An additional $110,000 was expended in indirect costs, other administration expenses, and equipment purchases.

The 20 Austin public schools with the highest concentration of students from low-income familes, two non-public schools, and one agency for neglected and delinquent children were involved in program activities. In all, about 6,300 students were identified as being educationally disadvantaged according to the District's criteria. Throughout the year, approximately 5,300 students were provided direct instructional services by Title I funded personnel.

Instruction was provided by learning coordinators, reading teachers, and aides assigned to the campuses. Each school had its own unique staffing pattern and organization. Most schools operated reading labs and/or learning centers where students were instructed in small groups on a rotating basis.

Fifteen schools had Title I counselors who worked with students individually or in groups for preventative, developmental, behavioral, attendance, and academic purposes.

Thirteen schools had Title I community representatives who worked with the parents of Title I students. Attendance was a major focus along with informing and involving the parents in school activities.

The Parent Advisory Committee met regularly to review the progress of the Title I Program and to provide their advice in the planning and conducting of program activities.

Evaluation Purposes

The major purpose of the Evaluation Component was to provide decision makers with information useful in planning, implementing, and revising the Title I Program. Evaluation served as an information resource for feedback on the progress of on-going activities, assessment of the student needs in Title I schools, identification of students to be served, and the level of attainment of stated objectives. Although the evaluation activities were conducted in an accountability framework, the information collected through evaluation activities also provided a service function to the Title I staff and the District.

Evaluation Activities

The Evaluation Component monitored the delivery of Title I instructional and supportive services to identified students through observing Title I students, reviewing school records, analyzing nine-week service reports, and interviewing key personnel. Findings were reported formally and informally to Title I personnel throughout the year.

Student outcomes affected by Title I activities were measured through standardized tests of reading achievement and basic concepts, attendance records, and teachers' ratings of students' classroom behavior.

Parents' awareness of and participation in Title I and other school activities were assessed through mail-out questionnaires and records of the Title I Parent Advisory Committee.

The Title I evaluation staff included a senior evaluator, an evaluator, a computer programmer, three evaluation assistants, and a secretary. All but two evaluation assistants were also funded from other compensatory education programs as part of an organizational plan to coordinate the evaluation of these programs. The cost of Title I evaluation activities was about $62,000.

Evaluation Findings

The 76-77 Title I Program attempted to serve a large number of students, and, as a result, did not concentrate enough attention on each student to have a measurable effect on student outcomes.

Kindergarteners served made gains in the acquisition of basic concepts above the program objective level set; however, the gains measured for students in grades one through five were short of program objective levels. Even with a combination of instructional, counseling, and parental involvement services, Title I students fell farther behind the averages for students in Austin and the nation.

Evaluation findings are reported in relation to the decision questions identified for the Title I Program by the District.

Needs identified for Title I students were in the areas of achievement in both reading and math, and attendance. Although counseling and parental involvement were designated as needs by the majority of teachers and principals in Title I schools, instructional personnel, instructional materials, and clerical aides were ranked higher.

Coordination of Title I activities with other programs and the Department of Elementary Education was studied and found to be minimal. Planning, implementing, and supervising of activities are conducted without much coordination; however, the students, teachers, and campuses involved in various programs overlap to a large extent. For example, about half of the Title I students are served by at least one other major compensatory program with communication skills as a primary focus.

Roles and staffing patterns were studied to measure their appropriateness for delivering services to Title I students. The current staffing patterns provide fewer than 90% of the identified Title I students with instructional services. Counselors and community representatives are not assigned to six project campuses. They served about three fourths of the Title I students on the campuses to which they were assigned. The concentration of effort by Title I personnel on Title I students was lessened by the large number of students identified for Title I services.

On the average, a Title I student received about seven minutes a day of direct instruction from Title I personnel. Title I students received the same amount of overall instructional time as non-Title I students; however, some differences were evident. Title I students worked with their own classroom teacher more and with other instructors more than non-Title I students. Title I students worked in slightly larger groups than their non-Title I classmates, but much smaller groups than did students in non-Title I schools.

The best grade level for delivery of Title I services was explored without much being found. Research has not provided an answer to this question. In Austin, the Title I kindergarteners are the only group not falling farther behind national norms from fall to spring.

Adopting a coordinated curriculum within a school was favored by a majority of teachers; however, fewer than half approved of coordination among campuses. Currently, a variety of reading approaches and materials are being used. Title I learning coordinators and reading teachers do not feel that they should begin to use the same curriculum as the classroom teachers.

The current methods for identifying Title I schools and students have been successful in locating the schools with the lowest average achievement and the students within those schools with the lowest achievement levels. The current criteria do allow students achieving at or above grade level to be identified.

Communicating Title I guidelines has been done verbally and informally in the past. A few more structured attempts have been made (i.e., meetings with TEA officials, principals' workshops, etc.). Principals would like to have violations of guidelines pointed out to them informally and then formally if the violation persists.

Teacher expectation was found to be either unrelated to student achievement or unmeasurable through questionnaires. A review of the literature showed that controversy exists as to whether a relationship does exist between a teacher's expectations for a student's achievement and the student's actual achievement levels.

Restricting support services to students in the Instructional Component was studied for its effects. Nine of 19 principals felt there was no need to serve students with counseling services if they were not also receiving instructional services. Almost half of the teachers reported knowing of students who need the services of a Title I counselor and/or community representative but not the services of Title I instructional personnel. Most principals felt that serving the additional students would take time away from the students in the Instructional Component.

Guidance and counseling services were provided to a larger percentage of students than had been planned. Students counseled did improve their attendance rates but not as much as those not counseled. Students counseled did improve their in-class behavior more than did students not counseled. No contribution of counseling to student achievement was found.

Parental involvement services were provided for about 75% of the Title I students. Attendance for students whose parents were contacted by a community representative did not improve as much as for students whose parents were not served. Community representatives were not successful in facilitating local Parent Advisory Committees (PAC) to meet monthly. The District PAC met regularly and held called meetings frequently for special issues.

Parents' knowledge of Title I and other school activities did increase from fall to spring. Knowledge of PAC activities remained low.

Instructional services were delivered to fewer students than were identified as eligible. Often students were served by a Title I aide but not by a professional resource person. Many schools rotated students into and out of the Title I instructional program in order to serve the large number of students identified. Classroom observations confirmed the infrequency of student contacts with Title I learning coordinators and reading teachers.

II

DECISION QUESTIONS ADDRESSED

INTRODUCTION

Decision questions for an evaluation are formulated by the decision makers involved, with technical assistance from the evaluation staff during the design phase of the evaluation. Evaluation then serves the decision making process by providing information relevant to those questions and assisting the appropriate administrators to arrive at recommendations concerning the decision. Ultimate responsibility for making the decisions always rests with the decision makers charged with that responsibility.

The decision questions for this year's Title I evaluation were selected during an extensive development and review process. Title I staff brainstormed a list of 18 questions on August 12, 1976. These questions were then ranked and reviewed by Title I principals, the director and coordinators from the Department of Elementary Education, the Cabinet, the Superintendent, and the District Evaluation Advisory Committee.

The result was a set of 12 decision questions covering a wide range of topics associated with the Title I Program.

This chapter contains a summary of the evaluation information contained in the body of the report. For more detail, refer to the supportive data to be found in Chapter IV. Each decision question will reference the specific evaluation questions in Chapter IV by number.

The Superintendent will assign the appropriate District administrators the responsibility of preparing a set of recommendations which will address each decision question in this report. These recommendations will be forwarded to the School Board in the fall of 1977.

A. SYSTEM-LEVEL QUESTIONS

1. What needs should the Title I Program address in 77-78?

RELEVANT FINDINGS:

The majority of students in Title I schools are achieving below the national norms for reading and math. The kindergarten and first grade students achieve at or above the national averages. Beginning in the second grade, reading and math achievement of students in Title I schools fall progressively farther behind that of students in Austin and in the nation.

Title I schools have the lowest attendance rates of the elementary schools in the District. In Title I schools, 37% of the students in grades one through five were known to have missed at least 12 days of school the previous year.

Guidance and counseling needs and parental involvement needs are perceived by school personnel; however, many resources are considered more critical. These other resources ranked as higher priority were instructional materials, instructional resource personnel, and clerical aides. Principals ranked staff training for teachers on par with counseling services. Principals ranked community representatives lower than counselors but higher than a coordinated curriculum and equipment.

Teachers also ranked counselors slightly higher than community representatives. They ranked staff training for teachers lower than both counselors and community representatives.

Neither counselors nor community representatives served all of the Title I students on their campuses. Most of the counseling was for developmental reasons and was conducted in group sessions. Community representatives concentrated most on attendance problems through telephone calls and home visits.

Although a majority of parents of students in Title I schools feel they are aware of school activities, less than half know about the Title I Program, and even fewer know about the Parent Advisory Committee.

The following groups identified these and other needs for Title I to address.

Parents: More books and instructional materials

Teachers: Math services

Title I Instructors: Experiences outside the school

Principals: More personnel

Title I Staff: Expansion of support services to include non-Title I students

EVALUATION FINDINGS REFERENCED:

Evaluation questions 1, 2, 3, 4, and 5.

2. Should new approaches be taken in coordinating Title I and AISD programs such that Title I is supplementary to the regular programs?

RELEVANT FINDINGS:

Although recent efforts have been made to coordinate among Title I, Title VII, Local Bilingual Program, SCE, and Title I Migrant staffs, regular and frequent coordination by these staffs and staff from the Department of Elementary Education does not occur. Some staffs have attended special planning meetings for other programs, but mainly they operate independently of each other.

Title I and other projects overlap considerably in focus, activities, and students served; however, some students in Title I schools do not participate in any programs beyond the basic instructional program. Meshing of activities is minimal. Each project concerns itself with its own activities, and locally funded personnel spend relatively little time working with special project activities.

Title I supervisors are assigned to the Department of Developmental Programs, but the instructional supervisors are housed with the Department of Elementary Education's instructional coordinators and the Guidance and Counseling Supervisor is housed in the Department of Student Development. The Parental Involvement Supervisor is housed with the Title I Migrant Parental Involvement Supervisor at Kealing.

No regular meetings are scheduled for the coordination of programs District-wide. A variety of departmental meetings provide a forum for communication if coordinators choose to attend.

Coordination between the Title I Program and the Title VII Bilingual Program has been minimal. Recently the two staffs have held semi-monthly meetings together.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 6 and 7.

B. PROGRAM-LEVEL DECISION QUESTIONS

3. Should there be role and staffing pattern changes in the Title I Program?

RELEVANT FINDINGS:

The current staffing patterns and roles for the Title I Program have not produced improved achievement for the students served. Except at kindergarten and first grade, the achievement gains of Title I students in 76-77 were low, even with both instructional and support services being provided.

Attendance and classroom behavior may have been helped by counseling services, but parental involvement services failed to impact attendance.

The current staffing patterns and roles provided counseling and guidance services to 76% and parental involvement services to 61% of the identified Title I students through March 18, 1977.

The amount of direct instructional time provided to Title I students by Title I personnel varied from none to several hours per week.

Classroom observations showed that:

> On the average, a Title I student received about seven minutes a day of instruction from Title I personnel.
>
> Title I students did not receive extra time in instruction. They received almost exactly the same amount of time in reading/language arts instruction as did non-Title I students (in both Title I and non-Title I schools).
>
> Title I students worked in slightly larger groups than did non-Title I students in the same schools.
>
> Title I students spent less time working alone than did non-Title I students (in Title I and non-Title I schools).
>
> Title I students received slightly more instructional attention from the classroom teacher than did non-Title I students in the same schools (an average of six minutes more daily). However, they received less attention from the classroom teacher than non-Title I students in non-Title I schools received (16 minutes less on the average).
>
> Title I students spent no more time going from class to class (or reading lab) than did non-Title I students. "Hall time" for all groups averaged to around 15 minutes per day.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 8 and 9.

4. At which grade levels should Title I services be delivered?

RELEVANT FINDINGS:

At every grade level except kindergarten and first, students in low-income schools in AISD score well below national averages in reading and in math. The gap between achievement scores of low-income students and high-income students increases with each grade level from kindergarten through twelfth grade.

No satisfactory information is available, however, regarding the grade levels at which supplementary instruction would be most beneficial due to the fact that researchers have not investigated this issue experimentally as yet.

Except at kindergarten, where Title I students and non-Title I students make impressive gains on the Boehm Test of Basic Concepts, supplementary instruction has not produced consistent achievement gains at any grade level.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 11 and 12.

5. Should the current multivariate approach to reading be continued or should a more uniform structured approach be adopted?

RELEVANT FINDINGS:

Since the Title I Instructional Component did not meet its stated objectives for reading in 1976-77, a look at the approach to reading instruction being used by Title I personnel would seem to be in order.

There is no common approach to the teaching of reading being used in the Title I reading labs. Descriptions of each school's Title I program were developed through classroom observations, school visits, and discussions with school personnel. Evident in this array of information sources was a common theme - that most classroom teachers, Title I reading teachers, and learning coordinators are choosing their own approach to reading instruction and not coordinating that approach with other teachers or other schools.

Response to a spring questionnaire sent to all teachers in Title I schools indicated that most teachers felt that a coordinated approach should be used by all personnel in a school. Less than half, however, felt that coordination among schools was needed.

This multiplicity of reading approaches in Title I schools is probably related to the fact that extensive research on reading instruction from the mid-50's to the present has not led to the discovery of a single "best" approach to the teaching of reading. Though reading programs abound, they are not characterized by a unity of theoretical approach, purpose, or instructional method. There are, however, certain characteristics common to successful approaches to reading. Briefly summarized, these characteristics are:

1. The teacher systematically controls classroom activities which have clearly specified instructional purposes.

2. The teacher minimizies the opportunities for off-task behavior and keeps the students engaged in appropriate learning tasks most of the time they are in the classroom.

3. The teacher provides direct instruction with the following features:

    a. small chunks of material on the student's level,

    b. ample time for practice and feedback, and

    c. frequent opportunities for the student to respond to teacher questions.

EVALUATION FINDINGS REVERENCED:

Evaluation questions 13, 14, 15, and 16.

6. Should there be a change in the methods for identifying Title I schools/students?

RELEVANT FINDINGS:

No useful information other than students' applications for free/reduced lunches is available for economic identification of Title I schools, but this procedure seems adequate.

For educational identification, the current District testing program provides objective information, and teacher observations are available for subjective determinations. This process qualified over 70% of the students enrolled in Title I schools in 1976-77, some of whom were achieving at or above grade level. However, a spring questionnaire sent to all teachers in Title I schools produced the following information:

> Twenty-six percent of responding teachers were aware of anywhere from one to ten students who needed services but were not identified for Title I.
>
> Eleven percent were aware of 50 or more students who needed services but were not identified for Title I.

A review of California Achievement Test school averages shows that 17 of 20 schools identified for participation in the Title I Program had the lowest averages of elementary schools in the District. This indicates that schools containing the greatest concentration of low-achieving students have been successfully identified in most cases. (Brown, Mathews, and Rosedale have achievement levels above that of several non-Title I schools.)

Within the Title I schools, the current allowance for teachers to identify students based on the Ladder of Skills resulted in over 500 students' being identified even though their test scores were too high for Title I eligibility. Some of these students had scores at or above grade level and percentile rankings in the 90's.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 17, 18, and 19.

---

7. What method of communicating violations of Title I guidelines in terms of roles and program activities to District administrators and staff would result in improvement of that situation?

RELEVANT FINDINGS:

No systematic method has been used to date for communicating violations of Title I guidelines to parties responsible. Such information has been communicated almost exclusively in the past through verbal contacts with Title I staff in meetings and individual conferences. Only two principals indicated during interviews that they had received formal communication regarding guideline violations. This largely informal method has not been successful, since violations have continued to occur.

A possible reason for continued infractions is that the guidelines may not be adequately known by staff. Principals also indicated during interviews that guideline information had usually been communicated to them verbally, for the most part, through meetings and individual conferences. Three principals felt that communications this previous year have been better than in the past, but several others felt that there was need for much better communication of guidelines. A handbook or some other written reference tool was suggested by them.

Inspection of nine-week reports maintained by Title I instructional and supportive personnel on each campus indicated that numerous violations of Title I guidelines occurred throughout the year. Formal and informal discussions with school personnel revealed that many of the violations were a result of poor communications with the schools regarding which students were eligible to be served each nine-week period. However, some community representatives and counselors were not aware of the guideline stating that a Title I student cannot receive supportive services unless he is receiving concurrent instructional services.

Reactions from school personnel when violations were pointed out to them have been varied. Some evidence suggests that schools will move to correct violations when they have been made aware of them. More information is needed, however.

Title I principals and Title I staff indicated during interviews that the method for communicating guideline violations that they prefer is to report violations informally to the parties involved. Formal follow-up procedures should be adopted if action is not taken promptly to correct the violation.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 20, 21, 22, 23, and 24.

8. Should the Title I Program specifically address the question of expectation for disadvantaged students?

RELEVANT FINDINGS:

The majority of teachers (78%) and principals (68%) feel that, with the instructional program that exists in Austin's Title I schools, Title I students will probably make some progress toward closing the gap between themselves and students in non-Title I schools. However, 22% of the teachers and 32% of the principals had higher or lower expectations.

A review of the literature showed that controversy exists as to the effect of teachers' expectations on the achievement of their students.

A analysis of the relationship between the expectations of teachers of Title I students in Austin and their students' achievement showed no significant effect from either high or low expectations by teachers on their students' reading scores.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 25, 26, and 27.

9. Should support services be restricted to students in the Instructional Component?

RELEVANT FINDINGS:

Only 10 out of 19 Title I principals feel that there is a need for Title I counselors to serve students not in the Instructional Component.

Fifty-four percent of the teachers in Title I schools are aware of no students in their schools who do not need Title I instructional services but who need the services of the Title I counselor and/or community representative. Most of the other teachers are aware of 10 or fewer such students. Some teachers, however, reported being aware of a substantial number.

Of 14 principals with a Title I counselor, eight feel that serving students not in the Title I Instructional Component would take time and services from Title I students who need counseling.

Not all students in the Instructional Component are currently being served by the Title I counselors and community representatives. Because there were so few students who received support services but no instructional services this year, it was impossible to investigate the effect of support services alone on achievement.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 28, 29, 30, and 31.

10. Should the activities of the Counseling and Guidance Component be continued as they are, or should they be modified?

RELEVANT FINDINGS:

The proposed delivery level for counseling and guidance services to 75% of the identified Title I students on campuses with a Title I counselor was exceeded. Over 85% of these students were served. The focusing of 60% of the Title I counselor's time on individual and group counseling appears to have been accomplished also.

Most of the students counseled were served for preventative and developmental purposes. Behavior and attendance problems were also frequent targets for counseling.

In terms of teachers' ratings of the in-class behavior of Title I students, a larger percentage of those students who were counseled improved during the year than of those not counseled.

The Counseling and Guidance component did meet its objective of reducing the absences of 60% of the students served. However, of students not counseled, 64% improved.

A look at the contribution of counseling services to the achievement of students did not reveal any measurable positive effect.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 32, 33, 34, and 35.

11. Should the activities of the Parental Involvement Component be continued as they are, or should they be modified?

RELEVANT FINDINGS:

Community representatives reported having worked with the parents of 73% of the identified Title I students in schools to which they were assigned. Most of the community representatives' time was spent in following up on attendance related problems.

Proposed record keeping during the first half of the year did not occur at a level sufficient to allow monitoring of the delivery of parental involvement services. A new reporting procedure resulted in adequate records for the rest of the year. Twelve of the 13 community representatives completed all required reports; however, one never completed any.

Since student attendance was a primary focus of the Parental Involvement Component, the improvement of low-attenders with whom the community representatives worked was studied. The objective for attendance improvement by 60% of the low attenders was not met. Although 56% of the students whose parents were served improved, 64% of those not served in any way improved.

A look at the contribution of parental involvement activities to student achievement did not reveal any measurable positive effect.

Local Parent Advisory Committees (PAC) on each campus functioned well below the level mandated by Title I guidelines. Although most local PAC's started late in the year, the 12 community representatives (out of 13) who maintained records did report at least some meetings. Attendance at the District PAC meetings never approached the two representatives per school level. Community representatives' attendance at these meetings was generally inconsistent.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 36, 37, 38, and 39.

12. Should the activities of the Instructional Component be continued as they are, or should they be modified?

RELEVANT FINDINGS:

The achievement of the majority of Title I students did not improve as a result of the current activities of the Instructional Component. Most of the students instructed gained less than the equivalent of one year's achievement. Most students fell farther behind the national norms than they had been the previous year.

Kindergarteners were the exception. On the average, they moved from on par with other low socioeconomic status students to being on par with middle socioeconomic status students. Since this has been the trend in recent years for all kindergarteners in the Title I schools, attributing this gain to Title I instruction would be unsupported.

The instructional activities were implemented as planned with one major exception. Not all identified Title I students received direct instruction from Title I personnel. Of those who did, many were served only part of the year. On the average, only a few minutes a day of instruction was delivered to each Title I student by learning coordinators, reading teachers, and aides. The large number of students identified seemed to be too great for the number of instructional personnel hired.

Supervisory activities in the Instructional Component appeared to have been carried out as planned.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 40 and 41.

III
PROJECT DESCRIPTION

A. PROGRAM DESCRIPTION

The ESEA Title I Program in the Austin Independent School District is a continuing program supported by funds from the Department of Health, Education, and Welfare through the U.S. Office of Education under the Elementary and Secondary Education Act. The purpose of ESEA Title I is to provide for the unique learning needs of educationally disadvantaged students in school attendance areas having high concentrations of children from low-income families. Title I programs are designed to be part of an overall compensatory education program involving the use of resources from multiple programs and agencies. Title I is definitely intended to provide supplemental assistance over and above the regular school program.

Participation of schools in the Title I program is determined by both economic and educational criteria. Schools which have a higher concentration of low-income families than the District average are eligible to receive Title I services. It is not necessary to serve all eligible schools. In fact, federal guidelines for Title I programs are clear that Title I services are to be concentrated in those areas with the greatest educational need, rather than spread among all economically eligible schools.

An economic criteria is used to determine which campuses can be served with the funds that are available. Once the actual schools and grade levels to be served have been selected, participation of individual students in the Title I Program is determined on the basis of educational requirements established for each grade level.

The majority of the Title I monies in AISD have gone to direct instruction and services, with the Title I staffing varying at different grade levels. In kindergarten the 1976-77 program employed instructional aides to assist classroom teachers. In the elementary grades, learning coordinators and reading teachers were assigned to each campus served and had responsibilities for identification, diagnosis, prescription, treatment, and periodic evaluation of the Title I students.

Although many children with less severe reading difficulties were served primarily through the regular classroom teacher, the major portion of the program was conducted through intensive work in reading labs.

Noninstructional support staff were also funded under Title I.

Title I Counselors conducted individual and group counseling sessions with Title I students, consulted with parents and school staff, and coordinated various activities associated with the adjustment, testing, and orientation of students. Community representatives under the direction of a Parent Involvement Specialist worked toward improving the relationship between home and school for families of Title I students. In addition, the AISD Title I Program had a central administrator who was responsible for coordinating the planning of the Title I application for funds, budgeting the Title I Program, and disseminating information regarding all areas of the Title I Program. The staffing patterns within each school for 1976-77 are reported in Figure III-1.

The Title I Program for AISD operated in 19 schools this year. Three of those schools were added to the program in January of 1976 (Dawson, Ridgetop, Rosedale), while Brown elementary was added in August 1976. The number of students identified for Title I services on each campus is shown in Figure III-2.

Descriptions of the major components of the AISD Title I Program are presented below.

Guidance and Counseling Component

This component was designed to give Title I students the skills necessary for adequate functioning in the personal-social, educational, and vocational domains. A counselor was assigned to the 14 largest Title I schools in order to provide counseling services to identified Title I students who were receiving direct instructional services. The counselors provided services in three areas: counseling, consultation, and coordination. A supervisor of Title I counselors was in charge of the Title I Guidance and Counseling Program, with duties including the providing of orientation sessions for new Title I counselors, making periodic observations of the counselors at work, maintaining a recordkeeping system for services being rendered to Title I students, and providing staff development and inservice activities.

Parental Involvement Component

The objectives of this component were to increase Title I parental support, improve the attendance of chronically absent Title I students, and to help parents in obtaining community social services. The duties of Title I community representatives were to act as liaison between home and school, to promote greater involvement of the Title I parents in school activities, to make parents aware of community services available to them, to keep records on chronically absent students, to contact PAC representatives about the district-wide Parent Advisory Council (PAC), and to report on the services rendered. A Parent Involvement Specialist was responsible for supervising the 14 community representatives, providing inservice for them, and monitoring their work. The other major responsibilities of this supervisor were to assist principals in organizing local PACs and to coordinate Title I parent programs with other Title I programs and personnel.

Figure III-1: 1976-77 TITLE I STAFFING PATTERNS.

School	Learning Coordinator	Reading Teacher	Instructional Aide	Guidance Counselors	Community Representatives	Total Instructional Staff	Total Support Staff	Other Staff
Allison	1	2	6	1	1	9	2	1 Administrator 1 Supervisor of Learning Coordinators and Aides 1 Supervisor of Guidance Counselors 1 Supervisor of Community Representatives 3.25 Instructional Administration Clerks
Becker	1	2	3	1	1	6	2	
Blackshear	1	1	6	1	1	8	2	
Brooke	1	0	5	1	1	6	2	
Brown	0	1	1	0	0	2	0	
Campbell	1	2	5	1	1	8	2	
Dawson	1	1	1	0	0	3	0	
Govalle	1	2	6	1	1		2	
Maplewood	1	0	2	1	0.5*	3	1.50	
Mathews	1	0	0	0	0	1	0	
Metz	1	2	5	1	1	8	2	
Norman	1	1	2	1	1	4	2	
Oak Springs	1	2	1	0.75	1	4	1.75	
Ortega	1	0	5	1	1	6	2	
Ridgetop	0	0.5	1	0	0	1.5	0	
Rosedale	0	1	1	0	0	2	0	
Rosewood	0	1	1	0.25	0.5	2	1.75	
Sanchez	1	2	3	1	1	6	2	
Sims	1	2	3	1	1	6	2	
Zavala	1	0.5	3	1	1	4.50	2	
Total	16	24	61	14	14	98	28	

*Dropped midyear

**Combined under one principal

Figure III-2: NUMBER OF IDENTIFIED STUDENTS ON EACH CAMPUS

SCHOOL	NUMBER OF STUDENTS IDENTIFIED FOR TITLE I SERVICES
Allison	610
Becker	529
Blackshear	336
Brooke	344
Brown	106
Campbell	364
Dawson	315
Govalle	655
Maplewood	284
Mathews	74
Metz	385
Norman	242
Oak Springs	281
Ortega	322
Ridgetop	111
Rosedale	114
Rosewood	148
Sánchez	329
Sims	368
Zavala	313
Total	6,230

Non-Public School Component

This component consisted of two parts: The Corrective Language Arts/ Math Program and the Junior Helping Hand Home for Children Program.

The objective of the Title I Corrective Language Arts/Math Program was to improve the Title I students' comprehension, vocabulary, listening, mathematics, and geometric skills as measured by the SRA Assessment Survey and teacher-made tests. St. Mary's and St. Austin's shared a reading teacher on a 60% (St. Mary's)-40% (St. Austin's) basis. At St. Mary's the reading teacher worked in the regular classrooms on a three class periods per morning schedule to provide services to approximately twenty-one Title I students. The reading lab was not used during the morning. A Title I aide worked in the reading lab during the afternoon with those students served by the reading teacher during the morning sessions.

The reading teacher spent the remainder of her time (40%) at St. Austin's where she provided service to approximately 18 students. Her role at St. Austin's was more that of a tutor than a reading teacher. No Title I instructional aide was on staff at St. Austin's.

The objectives of the Junior Helping Hand Home for Children were to improve the reading and comprehension skills of Title I children and to improve the children's feelings of self-worth. (Title I students are at this home because they are wards of the Welfare Department or are placed at the home for other reasons). Junior Helping Hand Home was provided with a part-time instructional aide who planned and organized an individual study program for each student. Approximately 16 students, ranging in grade level kindergarten to the tenth grade were served in 1976-77.

Instructional Component

The major objective of the Instructional Component was to improve Title I students' reading skills as measured by the vocabulary and comprehension subtests of the California Achievement Tests. An additional objective, at the kindergarten level, was to improve Title I students' understanding of basic concepts as measured by the Boehm Test of Basic Concepts.

The programs established in each school to meet these objectives were described to Title I Evaluation as shown on the next page. These school program descriptions show a great deal of variation in the amount and type of service delivered to Title I students in AISD.

Individual School Programs

Allison: The language arts center at Allison was located in the third wing of the school. This area provided enough space to house a learning coordinator, two reading teachers, two instructional aides, and one regular classroom teacher. The classroom teachers whose classes were made up entirely of Title I students accompanied the students to the language arts center and assisted in their instruction.

Students in grades one through five were served by the reading teachers and instructional aides daily for both semesters in instructional blocks running thirty to thirty-five minutes long.

The learning coordinator provided services to the first, fourth, and fifth grades four days a week during both semesters. The fifth day was used for planning and organization.

No main curriculum was used by the learning coordinator or reading teachers.

Aside from two aides stationed in the language arts center, there were two aides assigned to first grade, one to kindergarten, and one to second grade.

Becker: The Title I staff at Becker consisted of one learning coordinator, two reading teachers, and four instructional aides. Title I staff and materials were housed in the reading lab which was located in a large open room shared with the school library. The staff in the reading lab was supplemented by four volunteers from the Community Participation Program.

One aide was assigned to work with two kindergarten classrooms on a permanent full-time basis. One aide worked all day with fifth graders, and two aides were assigned to the reading lab on a full-time basis, where they worked with first through fifth graders. Each of the Community Participation volunteers worked in the reading lab one day a week so that for four days during each week there were six adults delivering instruction to Title I students in the reading lab.

Students in grades 1-4 were served in the lab every day of the week all year until they reached grade level. The exception to this was the afternoon reading lab groups which were served only four days because of reward parties held each Friday afternoon. The reading teachers and aides saw each child every day, and the learning coordinator saw each child for 2.5 weeks of each nine-week period. First and second grade instructional periods were 45 minutes long, while third and fourth grade instructional periods were 50 minutes long. Some second, third, and fifth graders were served for 30 minute periods during the afternoons.

The lab had four centers with individualized materials located in each center, and the curriculum revolved around the AISD Ladder of Skills.

Blackshear: The language arts center at Blackshear was located on the first level of the school in the main wing. A learning coordinator, reading teacher, and one instructional aide worked in this center using a clinical approach in conjunction with the Hoffman reading program. Grades one through five were served in the center daily with instructional periods running 40 minutes.

There were five other aides in addition to the aide stationed permanently in the language arts center. One aide worked with the kindergarteners for half of each day, and the four other aides provided services to third and fifth graders during the mornings. First and fourth grades were served by the aides four half-days per week, and instructional materials were prepared on the fifth day.

In the afternoons, five of the instructional aides worked in a tutoring lab which was set up with the assistance of Lucy Sahraie, an instructional coordinator with AISD. The coordinator provided 25 hours of inservice training before the start of the program in November of 1976. The aides served mostly second graders, offering one-to-one instruction to students in 15 minute blocks.

Brooke: The Title I staff at Brooke consisted of one learning coordinator and four and a half aides. The language arts center was located in a new wing and consisted of one room with several different work areas. Except for those materials being used by individual teachers, Title I materials were kept in the center.

From August to December the learning coordinator worked in the classroom with small groups, and the aides worked in the classrooms all day. The learning coordinator resigned in December, and a new learning coordinator was hired in January.

Beginning in January, the aides were assigned to a particular grade level from 8:00-10:00 a.m.. From 10:00-2:30 they were assigned to the center and worked with first through fifth graders. The learning coordinator worked in the classrooms from 8:00-10:00 a.m., and from 10:00-2:30 she was in the center.

Kindergarten and fifth graders were served for 45 minutes on three days a week; first, second, third, and fourth graders were served twice a week for 30 minute periods.

Brown: The Title I staff at Brown consisted of one reading teacher and one full-time instructional aide. The reading lab was located in the third wing near the bilingual resource room. The reading lab housed the reading teacher, the aide (part of the day), and the materials. The reading teacher used supplementary readers and the AISD Ladder of Skills as the basis of her instructional curriculum.

The instructional aide was assigned to first grade for 1 3/4 hours each day and worked with the reading teacher also for 1 3/4 hours daily. On every third day the aide alternated between spending 1 1/2 hours as a clerical aide, working with first grade, or assisting the reading teacher.

Instructional periods in the reading lab were 30 minutes long, and all Title I students were served in the reading lab for one period a day. During some of the instructional periods both the reading teacher and the aide worked with Title I students.

The reading program at Brown did not begin until October due to delayed funding. The reading teacher and aide were not hired until after the 76-77 school year began. The aide who was hired in the fall resigned during the year but was replaced.

Campbell: The Title I language arts center at Campbell was operated out of three different rooms on the second floor of the school. The Title I instructional staff consisted of a learning coordinator, two reading teachers, and five instructional aides. One of the aides was assigned to a kindergarten class full time, and another aide was assigned on a full-time basis to one of the reading teachers. Grades four and five were served by the two reading teachers.

The three other aides were assigned to three kindergarten classrooms where they worked one full day each week and until 12:30 p.m. each day for the four other days in the week. The four afternoons that they were away from their regular sites were spent in working with the learning coordinator in providing services to Title I students in grades two, three, and four.

Those students served by the reading teachers received instruction for 45 minutes daily for both semesters. The learning coordinator provided instruction to the same students for 45 minutes per class period on alternating days of the week.

The Hoffman reading program was used as the main curriculum by the reading teachers, while the learning coordinator used an eclectic approach. Both the reading teachers and the learning coordinator used a number of supplemental materials.

At the end of the 1975-76 school year, Campbell lost its Title I counselor and one of its reading teachers. Both were not replaced until October of 1976. Some of the duties normally undertaken by these staff members were carried on by the learning coordinator until replacements were hired.

Dawson: Prior to 1976-77 the Title I language arts center at Dawson had been set up in a portable but was located in a wing of the school during 1976-77. There were three distinct units within the lab, each being occupied by the learning coordinator, reading teacher, or aide. All of the Title I materials were also housed in this room.

Grades 1-3 were served during the first nine weeks, 1-5 were served during the second nine weeks, and K-5 were served the third and fourth nine-week periods. That is, grades 1-3 were served each of the nine-week periods, grades 4-5 were served for three of the four periods, and kindergarten was served for two of the four nine-week periods. Each of the daily instructional periods in the language arts center ran for 30 minutes during both semesters.

The Title I students received instructional services per week on the following schedule:

Kindergarten and first grades once per week;
Fourth and fifth grades twice per week;
Second and third grades daily.

Twenty pupils per period were taken into the language arts center where they were divided into four groups. Each group, with the exception of four students working independently in the listening station, were provided instruction by an adult. At the end of 15 minutes the groups rotated so that no student spent the entire period without adult instruction.

Govalle: The Title I language arts center located on the ground level of Govalle School is a large area housing the Title I learning coordinator, two reading teachers, and one instructional aide.

There were four and one-half aides in addition to the one assigned to the language arts center. Each was assigned on a full-time basis to grades K-3, with the exception of a floating half-day aide who worked five half-days a week with any of the grade levels that were currently being served.

Third, fourth, and fifth grade students were broken up into two groups during the first semester. Each of these groups were served for nine weeks daily during a 45 minute instructional period by the learning coordinator or the reading teachers. At the end of each nine-week period these groups switched, thus providing students with services on a continuous basis by the learning coordinator or reading teachers for eighteen weeks (or one semester). Interns from St. Edwards University provided an additional resource to those students who were receiving instruction from the reading teachers. The interns shared the 45 minute periods with the reading teachers by working with small groups of Title I students on alternate days.

The first and second grades were provided services during the second semester in the same fashion as the third, fourth, and fifth grades during the first semester. However, the interns were no longer available to the school.

Kindergarten students, unlike students in the other grades, were provided services by the learning coordinator for 30 minutes daily in their classrooms during the second semester.

The Hoffman reading program was the main curriculum used in the language arts center. Supplemental materials were used by both the learning coordinator and reading teachers.

Maplewood: A language arts center at Maplewood housed the Title I learning coordinator and the two instructional aides for the entire year. The schedule in the center was six 45 minute periods daily, with the extra time being used for individual help. During the first semester kindergarten, second, third, and fourth graders went to the center for 45 minutes a day. The schedule in the center changed to seven 45 minute periods for the second semester, and kindergarten, first, third, fourth, and fifth grades were served for 45 minutes each day.

Three structured programs constituted the main curricula. These were 1) SARA - Systematic Approach to Reading Improvement, 2) basal readers or PRS - Pre-Reading Skills, and 3) Word-vocabulary development. During the last part of the year more emphasis was placed on reading and writing.

Mathews: The Title I language arts center at Mathews was located on the ground floor of the school. This center housed the learning coordinator. There were no instructional aides or reading teachers.

The learning coordinator provided daily instructional services to the second and third grade Title I students in 1 1/2 hour reading blocks. Three separate groups of first graders were served daily for 30 minutes. Neither kindergarten nor fifth grades were served at Mathews during 1976-77.

The learning coordinator used a modified basal program with other supplemental resources.

Metz: The Title I language arts center at Metz was made up of two rooms adjacent to each other. One of the rooms housed a learning coordinator, reading teacher, and one instructional aide. The other reading teacher and aide occupied the second room. Grades one through five were served daily in this center for both semesters. Instructional periods were forty minutes long.

Both the learning coordinator and reading teachers used a modified Guzak approach as the base of the language arts center's curriculum.

There were four other instructional aides, all of whom were assigned to kindergarten classrooms.

Norman: Title I reading instruction was delivered in two separate rooms at Norman. The Title I language arts center, located next to the library, housed the bulk of materials and the learning coordinator. The reading teacher was located in a separate room.

The instructional staff at Norman consisted of a learning coordinator, one reading teacher, and two and a half instructional aides. The half-time aide alternated between the classrooms and the reading lab. One full-time aide was permanently assigned to kindergarten, while the other full-time aide was assigned to the first grade in the morning and alternated in the afternoons between working with second graders in their classrooms or working in the language arts center or reading lab.

Kindergarten was served by a Title I aide assigned to kindergarten classrooms for the entire school year. The learning coordinator worked in the language arts center with small groups of kindergarteners during the second semester. Title I instructional aides worked with first graders in their classrooms in the mornings throughout the year. Either the learning coordinator or reading teacher worked with first grade students for 30 minutes daily during the second semester in addition to the services being provided by the aide in the classroom.

Either the learning coordinator or the reading teacher worked with the second graders for approximately 30 minutes a day throughout the year. During the first semester services were delivered through entire classrooms going to the language arts center where classroom teachers, student teachers, and the learning coordinator or reading teacher worked with the second grade Title I students. In addition to the learning coordinator/reading teacher services, a Title I aide worked with the second graders in their classrooms during the afternoons. Second semester services remained the same except that small groups instead of entire classes went to the language arts center.

Third graders were served in the same way as second graders with the exception of aide services in the classroom.

Either the learning coordinator or the reading teacher worked with small groups of fourth graders for approximately 45 minutes a day for most of the year in the language arts center. During the last nine weeks the learning coordinator worked with an entire classroom of fourth graders as a group.

The learning coordinator or reading teacher worked in the language arts center with groups of fifth graders for 50 minutes a day throughout the year.

A variety of materials were used by the learning coordinator and reading teacher. Fountain Valley was used for diagnosing student needs.

During the first semester University of Texas observers and student teachers accompanied the classrooms to which they were assigned when those classes went to the reading lab or language arts center. There they delivered instruction to students along with the learning coordinator or reading teacher and worked with Title I students along with the Title I staff and classroom teacher. During the second semester only the Title I staff worked with Title I students in the labs.

The Title I reading teacher and one of the Title I aides resigned during the year and were replaced.

Oak Springs: The Title I language arts center at Oak Springs consisted of three separate areas, two of which were located opposite to each other on the same wing. A materials center was located in another wing of the school. One of the labs housed a reading teacher permanently and an instructional aide (for one semester); the other lab housed a reading teacher only. The learning coordinator was housed in the materials center.

Grades 1-3 were provided 45 minutes of instruction five days a week during both semesters in either of the reading labs. Both of the reading teachers used the Hoffman reading program as well as SRA Labs, Mini Systems Skills, and Bank Street Reading Program. Both of these teachers shared the same aide on a rotating basis during the first semester. The aide was reassigned to kindergarten for the second semester. Kindergarteners were served during the second semester only.

The learning coordinator provided services to grades 1-3 on alternating days of the week during 45 minute instructional periods. She used a variety of materials.

Ortega: The Title I staff at Ortega consisted of a learning coordinator and five instructional aides. The learning coordinator spent five 30 minute periods in the morning teaching reading and three periods in the afternoon in more general duties as learning coordinator. She was responsible for coordinating and supervising other supplementary resource programs on campus.

The Title I aides were assigned either to a particular grade level or to the materials center. Only one aide was assigned exclusively to the center. Another aide was assigned to serve all the identified Title I kindergarten students. She was to see all of the Title I children every day in two of the kindergarten classrooms and the children in a third kindergarten classroom twice a week. First, fourth, and fifth grades were each assigned a full-time Title I aide.

It should be noted that the aide assigned to the materials center left on maternity leave in March, and the learning coordinator left in April. Before leaving the learning coordinator reassigned the fifth grade aide to the lab and completed lesson plans for the remainder of the year. Thus at the end of the school year the Title I staff at Ortega consisted of four aides who were assigned respectively to kindergarten, first grade, fourth grade, and the materials center.

Ridgetop: The Title I staff at Ridgetop consisted of a half-time reading teacher who operated a reading lab, and a full time aide. This staff was supplemented by both parent and University of Texas volunteers.

As Title I students reached grade level, they were rotated out of the program and others were brought in. The reading teacher and aide used Dr. Ethna Reid's program as the main curriculum for Title I students. This curriculum was supplemented by several other materials.

Kindergarten students were not served by the Title I staff in 1976-77. First graders were not served during the first semester, but were served during the second semester on a daily basis for 30 minute periods by the reading teacher and/or the aide either in the lab in the morning or the classrooms in the afternoon.

Grades 2-5 were served throughout the year for 40 minute periods during the first semester and for 30 minute periods during the second semester. The reading teacher and aide worked with some of the Title I students in the morning, while the aide worked with the remaining students in the afternoon.

Rosedale: The Title I staff at Rosedale consisted of one reading teacher, and an aide who was assigned full-time to the reading lab. The reading lab was located in a large room which also housed the resource teacher. The instructional aide resigned at midterm, but a replacement was found.

Only grades K-3 were served by the Title I staff. For the first three nine week periods, students were seen by the reading teacher and aide three days a week for 45 minute periods. As students reached grade level, they were rotated out of the lab and replaced by alternate students who were seen twice a week.

DLM, Sullivan, and Book Shop programs constituted the main materials for Rosedale's reading lab. The Guzak Checklist and the Barbe Checklist were used to evaluate student needs.

Rosewood: The Title I language arts center at Rosewood was located on the second level of this school which houses fourth and fifth grade students only. There was one reading teacher in the center; the instructional aide was assigned to the regular classrooms and alternated between fourth and fifth grades.

The students were served daily during both semesters by the reading teacher and instructional aide. The instructional periods ran 40 minutes each.

The reading teacher (who was new) used Guzak's diagnostic approach initially. By second semester the center's curriculum consisted of a variety of materials.

Sánchez: The Title I language arts center at Sánchez was housed in two different areas of the school. Two reading teachers and two instructional aides worked in a large open area downstairs. The learning coordinator worked upstairs in an enclosed area.

Grades one through five were served daily by the reading teachers using an adaptation of Guzak's contract approach. The learning coordinator served grades one through three daily. Grades four and five were usually served three out of five days per week. Two days out of the week were treated as optional library days if students had finished work. The learning coordinator expressed a preference for using basals and SRA kits along with other supplemental materials.

The instructional periods for reading teachers and learning coordinator were approximately 40 minutes long.

One instructioanl aide was assigned full time to kindergarten.

Sims: The Title I staff at Sims consisted of one learning coordinator, two reading teachers, and three instructional aides. This staff was supplemented by observers from Huston-Tillotson College. On some occasions teachers accompanied their classes to the reading lab and assisted in instruction.

From August through January the aides were assigned as follows.

One aide was assigned to kindergarten and first grade classrooms. The second aide was assigned to work with third, fourth, and fifth grade children in their classrooms. The third aide worked in the language arts center with second through fifth graders.

From the last of January to the end of the 76-77 school year the aides were assigned as follows.

One aide was assigned to kindergarten and first grade. Two aides worked in the language arts center.

The reading lab was located in a large two-room portable. Staff schedules in the lab fluctuated during the year due to the midyear hiring of a reading teacher, the 30-day maternity leave taken by the learning coordinator, and the transfer of one of the classroom aides to the language arts center.

Kindergarten and first grade were served in the classrooms by an instructional aide; grades 2-5 went to the center where they were served for 40 minute periods by one or more of the Title I staff working in the lab.

Zavala: The Staff at Zavala consisted of one learning coordinator, a half-time reading teacher, and four instructional aides. The learning coordinator, reading teacher, and one of the aides were housed in the reading lab. The language arts center was located on the second floor and was called the Reading Arcade.

The aides were assigned either to the center or to classrooms. One was assigned full-time to the center and another was shared between two second grade classrooms. The third was assigned to work with kindergarten and first grades, while the fourth aide worked with third and fourth graders.

Title I students in grades 1-5 were served in the lab daily for 40 minute periods by either the learning coordinator, reading teacher, or instructional aide. In addition to these adults, fourth and fifth grade student tutors were used.

On Mondays, Tuesdays, and Wednesdays, Sullivan's Programmed Reading was used; on Thursdays and Fridays classroom instruction was supplemented by either working on specific skill needs or using basal texts.

B. Context Description

The context is defined by the Austin Independent School District's CIPO Evaluation Model as the total environment in which a program operates, including the factors over which the program has no control. The context is seen as critical in evaluation since all data, conclusions and recommendations must be understood in relation to all the non-project influnces inpacting the student simultaneously with project activities.

School Characteristics

Six characteristics are of interest in describing Title I schools and are illustrated in Figure III-3, Individual School Characteristics. They are:

1. Membership is defined as the number of students on the current roll of the school (including regular and special education students but excluding kindergarten students) averaged for the entire year. Title I schools are characterized by declining enrollments. Between school year 1972-73 and school year 1973-74, membership in Title I schools dropped from 10,384 to 8,614, or a 17% decrease. Between the 1973-74 and 1974-75 school year, membership dropped 6%. Membership decreased by 8% between school years 1974-75 and 1975-76 and declined another 4% between the 1975-76 and 1976-77 school years.

2. Percent Attendance is defined as the percentage of students on the current roll who actually are present (including regular and special education students but excluding kindergarten students) averaged for the entire year. Title I schools are characterized by average or low daily attendance. In 1972-73, the average daily attendance was 94%. In 1973-74, the average daily attendance was 92%. For both school years 1974-75 and 1975-76 average daily attendance was 93%. For the school year 1976-77 the average daily attendance was 96%.

3. Pupil/Teacher Ratio is defined as the average number of regular students per teacher in the school. Extreme caution is necessary in interpreting these figures because: (1) the number of students actually instructed by a teacher may be different from the number assigned to that teacher on the class roll, and (2) the overall school pupil/teacher ratio may not represent the actual pupil/teacher ratio for individual classes. In 1973, the School Board initiated a special program that began in 1973 to reduce the pupil/teacher ratio in low income schools. As a result, the average pupil/teacher ratio for Title I schools is 22.5 as compared to 24.6 for all elementary schools in the District. The latter ratio includes the schools with reduced pupil/teacher ratios. This means that the difference between pupil teacher ratios in Title I schools and non-Title I schools is even greater.

Figure III-3

School Characteristics

ALLISON

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	846	669	688	605	569
PERCENT ATTENDANCE	91	90	91	92	96
PUPIL/ TEACHER RATIO (PTR)	27.6	22.5	23.1	21.5	22.5
% LOW-INCOME STUDENTS	82.93	76.40	80.96	85.85	92.72
ETHNIC DISTRIBUTION (%) MA: B : A :	80 17 3	80 17 3	80 16 4	81 15 4	82 14 4
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual PTR Reduced Migrant	Title I Bilingual PTR Reduced Migrant	Title I State Comp. Bilingual PTR Reduced	Title I State Comp. Bilingual PTR Reduced

BECKER

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	729	729	663	610	555
PERCENT ATTENDANCE	91	89	91	92	94
PUPIL/ TEACHER RATIO (PTR)	27.1	23.3	23.4	22.6	21.8
% LOW INCOME STUDENTS	61.66	71.24	74.55	80.07	78.40
ETHNIC DISTRIBUTION (%) MA: B : A :	69 10 21	65 10 25	69 12 19	73 10 17	69 11 20
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual PTR Reduced Migrant Com. Schools	Title I Bilingual PTR Reduced Migrant Com. Schools	Title I Bilingual PTR Reduced Com. Schools	Title I Bilingual PTR Reduced Com. Schools

BLACKSHEAR

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	636	499	453	375	322
PERCENT ATTENDANCE	93	91	92	92	96
PUPIL/ TEACHER RATIO (PTR)	29.0	22.8	22.4	21.2	21.5
% LOW-INCOME STUDENTS	73.09	81.25	81.33	90.41	84.43
ETHNIC DISTRIBUTION (%) MA: B : A :	1 99 0	3 97 0	4 96 0	3 97 0	5 95 0
MAJOR SPECIAL PROGRAMS	Comm. Skills	PTR Reduced Comm. Skills	PTR Reduced Migrant Comm. Skills	Title I PTR Reduced	Title I PTR Reduced

BROOKE

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	496	360	327	327	322
PERCENT ATTENDANCE	92	91	94	94	96
PUPIL/ TEACHER RATIO (PTR)	27.3	23.5	22.9	20.9	22.6
% LOW INCOME STUDENTS	58.48	77.12	80.22	87.33	91.90
ETHNIC DISTRIBUTION (%) MA: B : A :	96 1 3	96 1 3	98 0 2	97 1 2	96 1 3
MAJOR SPECIAL PROGRAMS	Bilingual Migrant Comm. Skills	Bilingual PTR Reduced Migrant Comm. Skills	Bilingual PTR Reduced Migrant Comm. Skills	Title I Bilingual PTR Reduced	Title I Bilingual PTR Reduced

BROWN

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	534	449	443	451	390
PERCENT ATTENDANCE	95	94	93	94	96
PUPIL/ TEACHER RATIO (PTR)	24.7	25.4	27.4	26.2	23.4
% LOW-INCOME STUDENTS	18.47	15.80	33.57	41.71	46.62
ETHNIC DISTRIBUTION (%) MA:	18	22	23	27	26
B :	17	20	22	22	27
A :	65	58	55	51	47
MAJOR SPECIAL PROGRAMS				State Comp.	Title I State Comp.

CAMPBELL

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	613	481	455	402	386
PERCENT ATTENDANCE	93	92	93	94	97
PUPIL/ TEACHER RATIO (PTR)	27.8	23.8	23.3	21.5	23.2
% LOW INCOME STUDENTS	76.07	89.24	84.98	88.92	84.37
ETHNIC DISTRIBUTION (%) MA:	6	5	3	1	2
B :	94	94	96	98	98
A :	0	1	1	1	0
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced Migrant Right$_2$Read	Title I PTR Reduced Right$_2$Read	Title I PTR Reduced Right$_2$Read

DAWSON

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	793	679	627	588	537
PERCENT ATTENDANCE	94	93	94	94	96
PUPIL/ TEACHER RATIO (PTR)	27.1	23.0	22.3	22.0	21.5
% LOW-INCOME STUDENTS	22.44	29.01	51.77	48.56	50.26
ETHNIC DISTRIBUTION (%) MA:	57	61	62	64	67
B :	2	4	5	6	7
A :	41	35	33	30	26
MAJOR SPECIAL PROGRAMS	Bilingual IGE	Title I Bilingual IGE PTR Reduced	Bilingual IGE PTR Reduced Migrant	Title I Bilingual PTR Reduced	Title I Bilingual PTR Reduced

GOVALLE

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	683	691	639	599	623
PERCENT ATTENDANCE	93	91	91	92	95
PUPIL/ TEACHER RATIO (PTR)	27.3	22.6	23.0	21.9	23.0
% LOW INCOME STUDENTS	56.86	79.20	76.97	91.80	90.81
ETHNIC DISTRIBUTION (%) MA:	67	69	71	72	69
B :	25	24	23	24	25
A :	8	7	6	4	6
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual PTR Reduced Migrant	Title I Bilingual PTR Reduced Migrant	Title I State Comp. Bilingual PTR Reduced	Title I State Comp. Bilingual PTR Reduced

MAPLEWOOD

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	429	354	338	289	260
PERCENT ATTENDANCE	95	94	94	94	96
PUPIL/ TEACHER RATIO (PTR)	27.1	22.61	21.7	22.7	21.4
% LOW-INCOME STUDENTS	44.12	62.20	78.77	85.50	77.59
ETHNIC DISTRIBUTION (%) MA:	16	18	12	11	14
B :	72	70	77	79	77
A :	12	12	8	10	9
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced	Title I PTR Reduced Com. Schools	Title I PTR Reduced Com. Schools

METZ

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	651	541	505	425	352
PERCENT ATTENDANCE	92	91	92	93	96
PUPIL/ TEACHER RATIO (PTR)	28.0	22.7	22.7	21.2	21.7
% LOW-INCOME STUDENTS	62.41	78.98	82.09	89.86	86.09
ETHNIC DISTRIBUTION (%) MA:	96	98	98	98	98
B :	1	1	1	1	1
A :	3	1	1	1	1
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual ESAA PTR Reduced Migrant	Title I Bilingual ESAA PTR Reduced Migrant	Title I State Comp. Bilingual PTR Reduced	Title I State Comp. Bilingual PTR Reduced

MATHEWS

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	317	229	204	207	257
PERCENT ATTENDANCE	93	93	93	94	97
PUPIL/ TEACHER RATIO (PTR)	25.9	25.1	26.3	25.6	25.5
% LOW INCOME STUDENTS	63.73	75.45	71.79	68.86	73.91
ETHNIC DISTRIBUTION (%) MA:	33	32	23	27	20
B :	15	14	10	12	10
A :	52	54	67	61	70
MAJOR SPECIAL PROGRAMS	Title I Migrant	Title I	Title I Right$_2$Read	Title I Right$_2$Read Com. Schools	Title I Right $_2$ Read Com. Schools

NORMAN

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	337	284	272	263	257
PERCENT ATTENDANCE	96	96	97	96	98
PUPIL/ TEACHER RATIO (PTR)	26.9	21.3	21.3	21.8	20.5
% LOW INCOME STUDENTS	50.14	69.07	79.07	90.56	79.94
ETHNIC DISTRIBUTION (%) MA:	2	2	1	2	3
B :	98	98	99	98	97
A :	0	0	0	0	0
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced	Title I PTR Reduced	Title I PTR Reduced

OAK SPRINGS

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	342	350	316	256	202
PERCENT ATTENDANCE	93	90	91	92	95
PUPIL/ TEACHER RATIO (PTR)	29.3	22.5	22.4	22.4	20.0
% LOW-INCOME STUDENTS	80.82	88.38	86.86	92.65	91.64
ETHNIC DISTRIBUTION (%) MA:	6	6	11	6	9
B :	94	94	89	94	90
A :	0	0	0	0	1
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced Right$_2$ Read	Title I ESAA PTR Reduced Right$_2$Read	Title I ESAA PTR Reduced Right$_2$Read

RIDGETOP

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	272	213	179	186	180
PERCENT ATTENDANCE	95	94	94	93	97
PUPIL/ TEACHER RATIO (PTR)	28.0	24.3	25.3	23.6	25.3
% LOW-INCOME STUDENTS	32.50	51.83	61.54	47.72	61.51
ETHNIC DISTRIBUTION (%) MA:	42	34	46	49	40
B :	1	2	4	1	4
A :	57	64	50	50	56
MAJOR SPECIAL PROGRAMS		Title I Bilingual	Bilingual	Title I	Title I

ORTEGA

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	530	402	344	347	326
PERCENT ATTENDANCE	93	91	93	94	95
PUPIL/ TEACHER RATIO (PTR)	25.4	23.1	22.7	22.6	22.4
% LOW INCOME STUDENTS	66.43	80.27	79.84	91.64	85.75
ETHNIC DISTRIBUTION (%) MA:	36	37	39	36	42
B :	61	59	57	61	55
A :	3	4	4	3	3
MAJOR SPECIAL PROGRAMS	Bilingual Migrant Comm. Skills	Bilingual ESAA PTR Reduced Migrant Comm. Skills	Bilingual ESAA PTR Reduced Migrant Comm. Skills	Title I Bilingual PTR Reduced	Title I Bilingual PTR Reduced

ROSEDALE

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	344	288	296	226	215
PERCENT ATTENDANCE	94	94	94	94	96
PUPIL/ TEACHER RATIO (PTR)	24.3	26.0	26.2	23.6	23.6
% LOW INCOME STUDENTS	30.03	35.19	43.34	44.15	53.57
ETHNIC DISTRIBUTION (%) MA:	25	22	22	19	18
B :	2	3	4	3	4
A :	73	75	74	78	78
MAJOR SPECIAL PROGRAMS	IGE	Title I IGE	IGE	Com. Schools Title I	Com. Schools Title I

ROSEWOOD

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	255	150	133	158	156
PERCENT ATTENDANCE	91	88	90	92	94
PUPIL/ TEACHER RATIO (PTR)	29.9	20.8	20.7	22.3	21.6
% LOW-INCOME STUDENTS	85.14	87.68	91.19	94.77	84.21
ETHNIC DISTRIBUTION (%) MA: B : A :	3 97 0	4 96 0	5 94 1	2 98 0	4 96 0
MAJOR SPECIAL PROGRAMS	Title I IGE	Title I IGE PTR Reduced	Title I IGE PTR Reduced	Title I ESAA PTR Reduced	Title I ESAA PTR Reduced

SANCHEZ

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	552	419	366	363	410
PERCENT ATTENDANCE	88	89	91	91	95
PUPIL/ TEACHER RATIO (PTR)	26.0	23.9	21.9	22.0	25.9
% LOW INCOME STUDENTS	84.21	82.35	89.18	96.33	90.14
ETHNIC DISTRIBUTION (%) MA: B : A :	97 0 3	98 1 1	97 1 2	94 0 6	96 0 4
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant	Title I Bilingual ESAA PTR Reduced Migrant	Title I Bilingual ESAA PTR Reduced Migrant	Title I State Comp. Bilingual PTR Reduced	Title I State Comp. Bilingual PTR Reduced

SIMS

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	527	423	425	399	427
PERCENT ATTENDANCE	94	93	94	96	97
PUPIL/ TEACHER RATIO (PTR)	28.9	24.0	23.0	21.4	22.0
% LOW INCOME STUDENTS	59.08	42.23	83.98	88.88	83.73
ETHNIC DISTRIBUTION (%) MA: B : A :	6 94 0	6 93 1	7 93 0	7 92 1	5 94 1
MAJOR SPECIAL PROGRAMS	Title I	Title I PTR Reduced	Title I PTR Reduced Migrant	Title I ESAA PTR Reduced	Title I ESAA PTR Reduced

ZAVALA

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	498	404	368	328	329
PERCENT ATTENDANCE	93	92	93	94	96
PUPIL/ TEACHER RATIO (PTR)	26.8	22.4	21.5	21.9	21.6
% LOW-INCOME STUDENTS	84.24	90.51	89.72	92.52	87.83
ETHNIC DISTRIBUTION (%) MA: B : A :	92 5 3	91 8 1	90 7 3	92 6 2	92 7 1
MAJOR SPECIAL PROGRAMS	Bilingual IGE Migrant Comm. Skills	Bilingual IGE ESAA PTR Reduced Migrant Comm. Skills	Bilingual IGE ESAA PTR Reduced Migrant Comm. Skills	Title I Bilingual PTR Reduced	Title I Bilingual PTR Reduced

OVERALL TITLE I SCHOOL CHARACTERISTICS

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	10,384	8,614	8,041	7,404	7,-75
PERCENT ATTENDANCE	94%	92%	93%	93%	96%
PUPIL/ TEACHER RATIO (PTR)	26.6	23.2	23.0	22.2	22.5
% LOW INCOME STUDENTS	61	67	74	80	79
ETHNIC DISTRIBUTION (%) MA:	48	49	49	49	49
B :	36	37	37	36	37
A :	15	14	15	14	14
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant Comm. Skills IGE	Title I Bilingual PTR Reduced Migrant Comm. Schools Comm. Skills IGE ESAA	Title I Bilingual PTR Reduced Migrant Comm. Schools Comm. Skills ESAA Right$_2$Read IGE	Title I Bilingual PTR Reduced State Comp. Right$_2$Read Comm. Schools ESAA	Title I State Comp. PTR Reduced Comm. Schools Right$_2$Read ESAA

4. Percentage Low Income Students is defined as the percentage of students in the school's attendance area from low-income families. Each year since 1972, the percent of low-income students in Title I schools has risen. In 1972-73 the percentage of low-income students in all of the Title I schools was 61%. For the 1973-74 year, the percentage of low-income students rose to 67%. The following school year, 1974-75, the percentage of low-income students was 74%; for 1975-76 the percentage rose to 80%, and in 1976-77 the percentage of low-income students in all of the Title I schools was 79%.

5. Ethnic Distribution is defined as the percentage of enrolled students on October 1 who are Mexican-American (MA), Black (B), and Anglo (A). Title I schools are characterized by a high concentration of minority group students.

   An average, taken over the school years from 1972-73 through 1976-77, shows that 86% of the students in Title I schools are minority group students.

6. Major Special Programs are defined as programs bringing additional resources to a number of schools in the District and being implemented in the schools. Since the 1972-73 school year, other programs that have been implemented in the Title I schools include Title VII, ESAA, State Bilingual Project, Title I Migrant Reduction of Pupil Teacher Ratio, State Compensatory Education, Communication Skills, Individually Guided Education, Right$_2$Read, and ESAA Project Assist. The overlap of these programs has often been considerable in terms of target populations, areas of instruction, and staff development. As a result, management and planning of instruction on Title I campuses has been a very complex task.

7. Language Dominance is defined as the relative language proficiency in English and Spanish.

   Results of a language dominance test (the P.A.L. Oral Language Dominance Measure which was administered in the fall of 1976) show Title I pupils to be mostly English speaking. As shown in Figure III-4 fifty-seven percent of the pupils are English monolingual, meaning they were not tested and presumed to be English monolingual. Twenty-six percent of them are categorized as English dominant, meaning they scored significantly better in English than in Spanish. Eleven percent of the students' scores in English are within a predetermined range of their Spanish scores and, hence, this eleven percent are termed bilingual. The remaining five percent scored higher in Spanish than in English and, consequently, are considered Spanish dominant.

Figure III-4

Language Dominance of Kindergarten Students in Title I Project Schools

School	Spanish Dominant Number	Spanish Dominant Percentage	Bilingual Number	Bilingual Percentage	English Dominant Number	English Dominant Percentage	English Monolingual Number	English Monolingual Percentage
Allison	4	4%	26	23%	47	42%	34	31%
Becker	4	4%	12	12%	27	26%	59	58%
Blackshear	3	5%	0	0%	1	2%	52	93%
Brooke	7	10%	23	32%	37	51%	6	8%
Brown	0	0%	0	0%	12	15%	67	83%
Campbell	0	0%	0	0%	0	0%	84	100%
Dawson	5	5%	4	4%	31	30%	62	61%
Govalle	5	4%	24	21%	32	28%	54	47%
Maplewood	3	4%	1	1%	8	11%	65	84%
Mathews	3	5%	1	2%	5	8%	57	86%
Metz	12	14%	18	21%	52	60%	5	6%
Oak Springs	3	4%	4	5%	1	1%	72	90%
Ortega	3	6%	6	11%	13	25%	31	58%
Sanchez	8	11%	11	15%	35	47%	21	28%
Ridgetop	1	2%	1	2%	13	25%	36	71%
Rosedale	0	0%	4	9%	4	9%	34	82%
Sims	1	1%	1	1%	2	2%	98	96%
Zavala	12	26%	19	26%	42	58%	0	0%
Norman	0	0%	2	5%	0	0%	39	95%
Totals	74	5%	157	11%	362	26%	790	57%

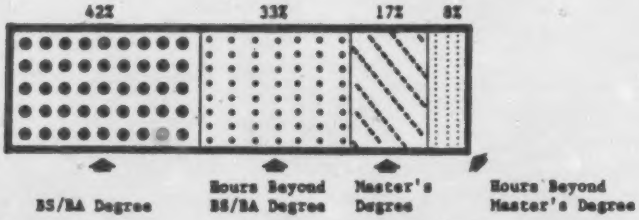
Spanish Dominant -Scored 13 or more points higher in Spanish than English
Bilingual -Scores for Spanish and English were within 12 or fewer points of each other.
English Dominant -Scored 13 or more points higher in English than Spanish
English Monolingual -not tested and presumed to be English monolingual

Training and Teaching Experience of Teachers in Title I Schools

Most teachers in Title I schools have formal educational training beyond the basic bachelor's degree and have previous teaching experience in Title I schools.

Figure III-5 shows that fifty-eight percent of teachers in Title I schools have formal training beyond a bachelor's degree. Seventeen percent have completed master's degrees, and 8% have completed hours beyond a master's degree.

Figure III-5: ACADEMIC BACKGROUND OF TEACHERS IN TITLE I SCHOOLS.



Thirty-three percent of teachers in Title I schools have had eight or more years of teaching experience in low-income schools. This is shown in Figure III-6. Eight percent are in their first year of teaching (Figure III-7), and 20% are in their first year of teaching in a Title I schools (Figure III-4).

Figure III-6: TEACHING EXPERIENCE IN LOW INCOME SCHOOLS OF TEACHERS IN TITLE I SCHOOLS.

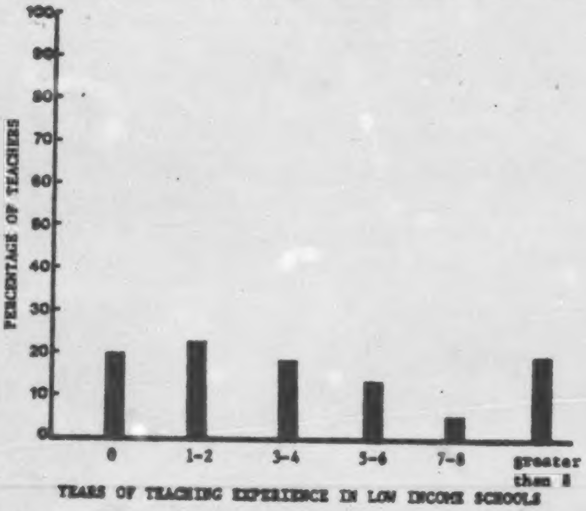
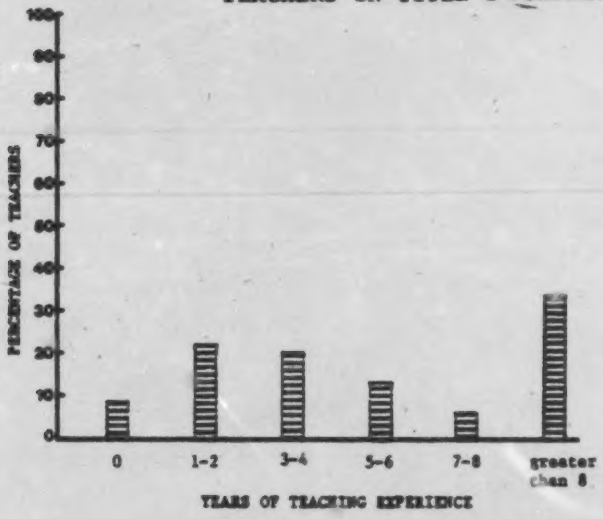


Figure III-7: TEACHING EXPERIENCE OF TEACHERS IN TITLE I SCHOOLS.



Teachers in first, second, and third grades have had the most experience in teaching generally and also in teaching in Title I schools. Fifth grade teachers have had the least experience in both categories.

California Achievement Test (Spring, 1976)

In both reading and math, percentile rankings of students in Title I schools decline each year from grade 1 to grade 5. The percentages of students scoring at or below the 50th percentile are presented in Figure III-8.

Figure III-8: PERCENTAGE OF STUDENTS IN TITLE I SCHOOLS SCORING AT OR BELOW THE 50th PERCENTILE ON THE CAT, SUMMER, 1976.

Reading		Math	
Grade	Percentage	Grade	Percentage
1	43%	1	41%
2	64%	2	66%
3	70%	3	71%
4	83%	4	78%
5	85%	5	80%

Achievement in Title I Schools

Generally, students in Title I schools score below both national and local averages on achievement tests in basic concepts, reading, and math.

Boehm Test of Basic Concepts (Fall, 1976)

Forty-five percent of the kindergarten students scored at or below the national average for low socioeconomic status (SES) students.

Seventy-five percent of the kindergarten students scored at or below the the national average for middle SES students.

Eighty-six of the kindergarten students scored at or below the national average for high SES students.

Metropolitan Readiness Test (Fall, 1976)

Fifty-seven percent of the first grade students scored at or below the 25th percentile (national norms.)

Seventy-eight percent of the first grade students scored at or below the 50th percential (national norms.)

Ninety-one percent of the first grade students scored at or below the 75th percentile (national norms).

Overlap of Title I With Other Programs

Many Title I students are served by more than one compensatory education program. The effects of this multiple source instruction have not yet been determined.

A study conducted in October 1976 (See Figure III-9) showed that 5,904 students were identified to be served by Title I. Of the Title I students, 51% or 2,985 are served by the Title I Program and no other major compensatory education program. Forty-two percent (2,466) of the Title I students are served by Title I and one or all of the following programs: Title VII, SCE, Special Education, or Teacher Corps. Approximately 8% (445) of the Title I students are served by Title I and two of the above programs. One tenth of a percent (8) of the Title I students are served by Title I and three other programs.

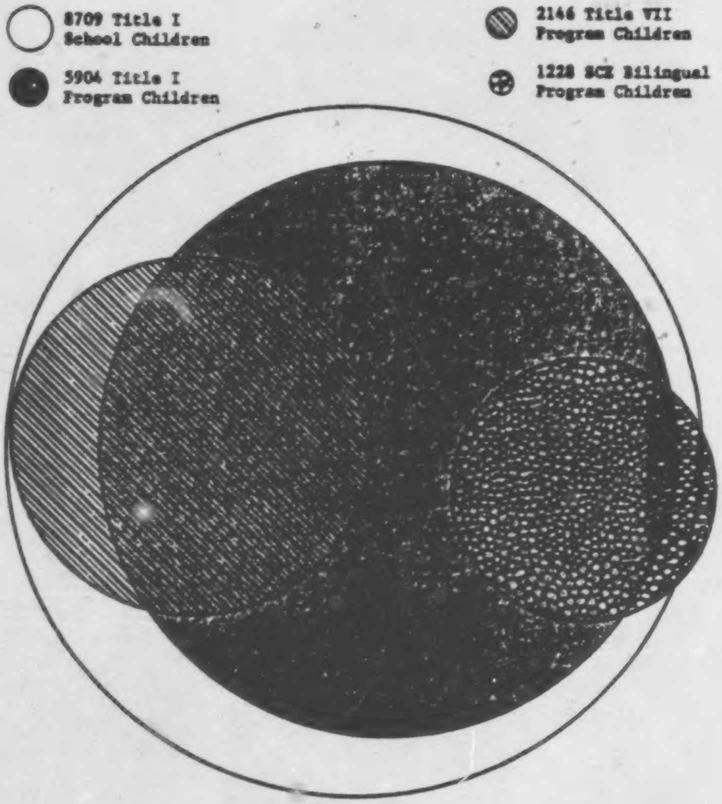
Forty-three percent (2,555) of the Title I students are served by a bilingual program (Title VII or SCE Bilingual). Twenty-six percent (1,553) of the Title I students are served by Title VII. Seventeen percent (1,002) of Title I students are served by SCE Bilingual. Seventy-six percent (2,555) of the students in bilingual classrooms (Title VII or SCE Bilingual) are served by Title I. Seventy-two percent (1,553) of the Title VII students are served by Title I. Eighty-two percent (1,002) of the SCE Bilingual students are served by Title I.

Five percent (324) of the Title I students are served by Special Education. Forty-six percent, or 324, of the Special Education students in Title I schools are served by Title I.

Four percent, or 219, if the Title I students are migrant students. Seventy-five percent of the migrant students in Title I schools are served by Title I.

Figure III-9: DEGREE OF OVERLAP OF THE TITLE I AND BILINGUAL PROGRAMS.

Number of children in the Title I schools, the Title I program, the Title VII Bilingual Program, and the SCE Bilingual program, and the areas of overlap between programs. Source: Needs Assessment for the Preparation of 1977-78 Applications for Compensatory Education Programs (ORE Publication Number 76-21).



C. Evaluation Description

Evaluation of the Title I Program in Austin serves two main purposes.

1. To provide information to the local decision-makers responsible for the implementation of the project's activities.

2. To provide information required by the Texas Education Agency on the progress of students being served.

For each of these purposes, a major report was prepared toward the end of the project year.

The evaluation staff hired to accomplish these tasks consisted of a senior evaluator (58% of his time allocated for Title I), an evaluator (25%), two evaluation assistants for process evaluation (100%), an evaluation assistant for data processing (78%), a data analyst (78%), and a secretary (78%). The other percentages of this staff's time were funded by the State Compensatory Education Program and the Title I Migrant Program. In addition, part of the senior evaluator's time was funded by the Title VII Bilingual Project. This division of labor allows for the necessary coordination of activities and ideas within the evaluations of the compensatory education programs in the District.

On-going evaluation through classroom observations, interviews, questionnaires, monitoring of records, etc. documented the level of implementation of project activities. Outcome evaluation through standardized and locally developed instruments measured the student outcomes produced by these activities.

Since the Evaluation Design formed the basis for all evaluation activities and reports at the local level, a brief review of the development of the design will help provide a more global view of the role and functions of the evaluation component.

Decision questions were identified at both a system-wide and project level. These were then associated with evaluation questions, the answers to which contribute to the answering of the decision questions. Information sources were specified for answering each evaluation question. Lastly, the scheduling, collection, anslysis, and reporting of this information was outlined in terms of the school personnel affected, the time required of evaluation staff, and the dates for completion of information gathering and reporting activities.

Many major tasks were performed by the evaluation staff for the Title I Program. Most of these arose out of the need for information by the District and the availability of that information through Office of Research and Evaluation resources.

These tasks included ....

1. Publication of Achievement Test Profiles (publication number 76-07), individual school-level graphs of student achievement gains for the 75-76 Title I Program.
2. Printing computer listings by classroom of students' scores on the Boehm, MRT, and CAT for use in identifying students eligible for Title I services.
3. Printing a complete listing of students identified for Title I services and the basis on which each was identified.
4. Designing and printing revised nine-week reporting forms listing each student by classroom for instructional personnel, counselors, and community representatives to use in documenting the delivery of services to Title I students.
5. Preparing for Title I personnel and principals summaries of each nine-week report for instructional personnel, counselors, and community representatives.
6. Publishing the Needs Assessment for the Preparation of Applications for 1977-78 Compensatory Education Programs (publication number 76-21.)
7. Issuing formative memos on topics relevant to program planning and/or implementation (e.g. "Which Title I Students Show the Greatest Gains," January 4, 1977, and "Concentration of Services for Title I Students - Implications for 77-78 Program Planning," March 21, 1977).
8. Preparing the Annual Evaluation Report on Programs Funded through ESEA Title I for TEA.
9. Conducting the District-wide survey of students from low-income families.
10. Conducting the survey of educationally disadvantaged students within Title I schools.
11. Preparation of the needs assessment narratives for the Title I Program components for 77-78.

The information required for the preceeding 11 tasks and for the answering of the 41 evaluation questions in the evaluation design was collected using the sources outlined in Figure III-10.

Figure III-10: INFORMATION SOURCES.

Source	Population Involved	Dates
California Achievement Test	Students, 1-5	April, 1976 October, 1976 (makeup) April, 1977
Boehm Test of Basic Concepts	Students, K	September, 1976 February, 1977
Metropolitan Readiness Test	Students, 1	September, 1976
Parent Questionnaire	Sample of Parents in Title I Schools	November, 1976 March, 1977
Behavior Rating Checklist	Sample of Students, K-5	October, 1976 April, 1977
Attendance Records	Low-Attenders, 1-5	September, 1976 May, 1977
Reading Teacher/Learning Coordinator Survey	Title I Reading Teachers and Learning Coordinators	November, 1976
Teacher Questionnaire	Teachers in Title I Schools	February, 1977
Aide Questionnaire	Title I Aides	February, 1977
Principal Interview	Title I Principals	March, April, 1977
Title I Administrative/Supervisory Staff Interviews	Title I Staff	May, 1977
Pupil Activity Record	Sample of Students, K-5	October, 1976 through April, 1977
Coordinators Survey	AISD Instructional Coordinators, Title I Reading Supervisors	March, 1977
Monitoring of Counselor and Community Representative Logs	Title I Counselors Title I Community Representatives	December, 1976 January, 1977
Nine Week Reports	Title I Instructional Staff Title I Counselors Title I Community Representatives	Throughout the Year

IV
EVALUATION FINDINGS

1. What are the achievement levels of students in Title I schools in Reading and Math?

ANSWER: The majority of Title I students are achieving below the national norms for reading and math at all grade levels except first and fall progressively farther behind through the fifth grade.

SUPPORTIVE DATA:

Boehm Test of Basic Concepts

The Boehm Test of Basic Concepts, administered to all kindergarten students in the District early each spring, shows that the students in Title I schools score about the same as other students of low socioeconomic status (SES), but below students of middle and high SES. Figure IV-1 shows the percentage of students in Austin's Title I schools who are at or below the national average for the SES groups.

Figure IV-1: PERCENTAGE OF STUDENTS IN TITLE I SCHOOLS SCORING AT OR BELOW THE AVERAGE FOR LOW, MIDDLE, AND HIGH SES STUDENTS.

Grade	Percentage at or Below Low SES Norm	Percentage at or Below Middle SES Norm	Percentage at or Below High SES Norm
K	45%	75%	86%

California Achievement Test

The California Achievement Test is administered each April to all District students in grades 1 through 9. The scores in reading of students in Title I schools are summarized in Figure IV-2. The first quartile is the point at or below which 25% of the students in the national norming sample scored. The median is the point at or below which 50% of the students scored. The third quartile is the point at or below which 75% of the students scored.

At first grade, only 43% of the students in Title I schools score at or below the national median score in reading. However, from second through fifth grade, the students in Title I schools fall below and continue to fall progressively farther behind the national norms.

Figure IV-2: ACHIEVEMENT LEVELS OF STUDENTS IN TITLE I SCHOOLS IN READING.

Percentage of students scoring at or below the...

Grade	First Quartile	Median	Third Quartile
1	18%	43%	68%
2	39%	64%	87%
3	42%	70%	88%
4	55%	83%	95%
5	58%	85%	95%

Based on April 1976 CAT Reading Total for students enrolled in Title I schools in 76-77.

Figure IV-3 shows the percentage of students in Title I schools scoring at or below each of the three reference points in math. The pattern is the same as for reading.

Figure IV-3: ACHIEVEMENT LEVELS OF STUDENTS IN TITLE I SCHOOLS IN MATH.

Percentage of students scoring at or below the ....

Grade	First Quartile	Median	Third Quartile
1	18%	41%	73%
2	33%	66%	87%
3	42%	71%	89%
4	54%	78%	91%
5	54%	80%	92%

Based on April 1976 CAT Math Total for students enrolled in Title I schools in 76-77.

2. What are the attendance levels of students in Title I schools?

ANSWER: Title I schools have the lowest attendance rates of the elementary schools in Austin. In Title I schools, 37% of the students missed 12 or more days of school in 75-76.

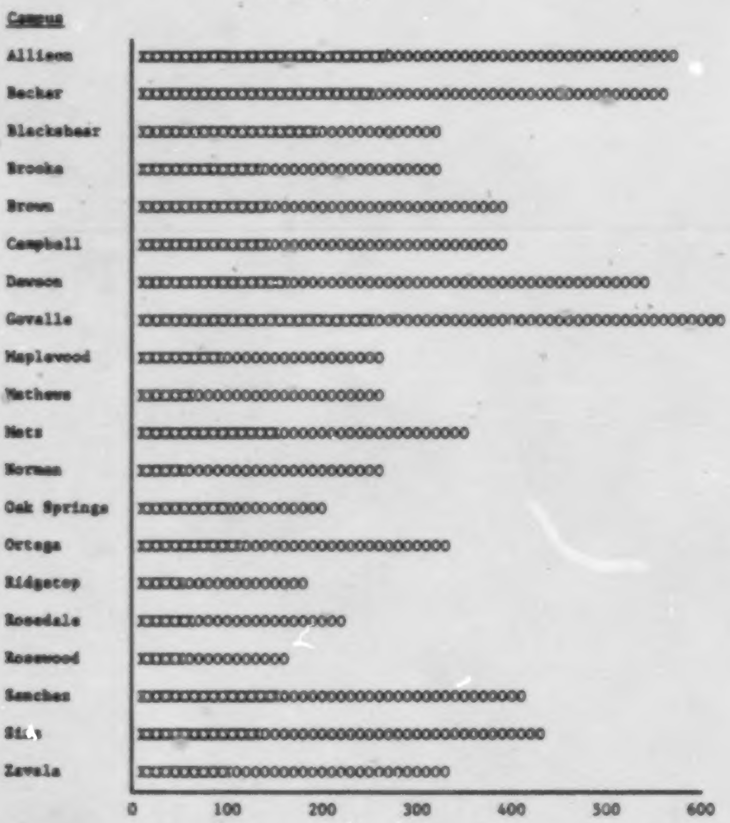
SUPPORTIVE DATA:

Attendance Registers

In the fall of 1976, the Title I evaluation staff reviewed the attendance registers for 75-76 to identify low-attenders. Figure IV-4 illustrates the proportion of low-attenders, students missing 12 or more days in 75-76, to other students in each of the Title I schools. Overall, 37% of the first through fifth grade students in the Title I schools in 76-77 were low-attenders the previous year.

The Office of Pupil Accounting's summaries of attendance rates for each of Austin's schools shows that consistently the Title I schools are the lowest of the elementary schools in the District.

Figure IV-4: LOW-ATTENDERS IN TITLE I SCHOOLS.



X = Low Attenders - missing 12 or more days in 75-76
0 = Other Students - missing fewer than 12 days in 75-76

Each symbol represents 10 students.

3. What needs are there for guidance and counseling services?

ANSWER: School personnel perceive a need for guidance and counseling services, but less of a need than for many other resources. Counselors' records show that 80% of the identified Title I students were counseled this year; however, more than half of these were for preventative purposes. Behavioral and academic counseling was conducted for about one out of every seven Title I students each nine-week period.

SUPPORTIVE DATA:

Counselors' Records

Each nine-week period during the 76-77 school year, the Title I counselors recorded the students they served and the way in which each was served. Summaries of these reports show that about 80% of those students identified for Title I instructional services received Title I counseling services.

Most of the counseling conducted was for developmental or preventative purposes rather than as a direct response to a referral by a teacher. During the third nine-week period, the counselors' reports listed the reason for counseling for each child served. These records showed that 72% were served for developmental reasons, 16% for behavioral reasons, 13% for academic reasons, and 3% for attendance reasons. These are duplicated figures since the same student may have been counseled for more than one reason.

Behavior Ratings of Title I Students

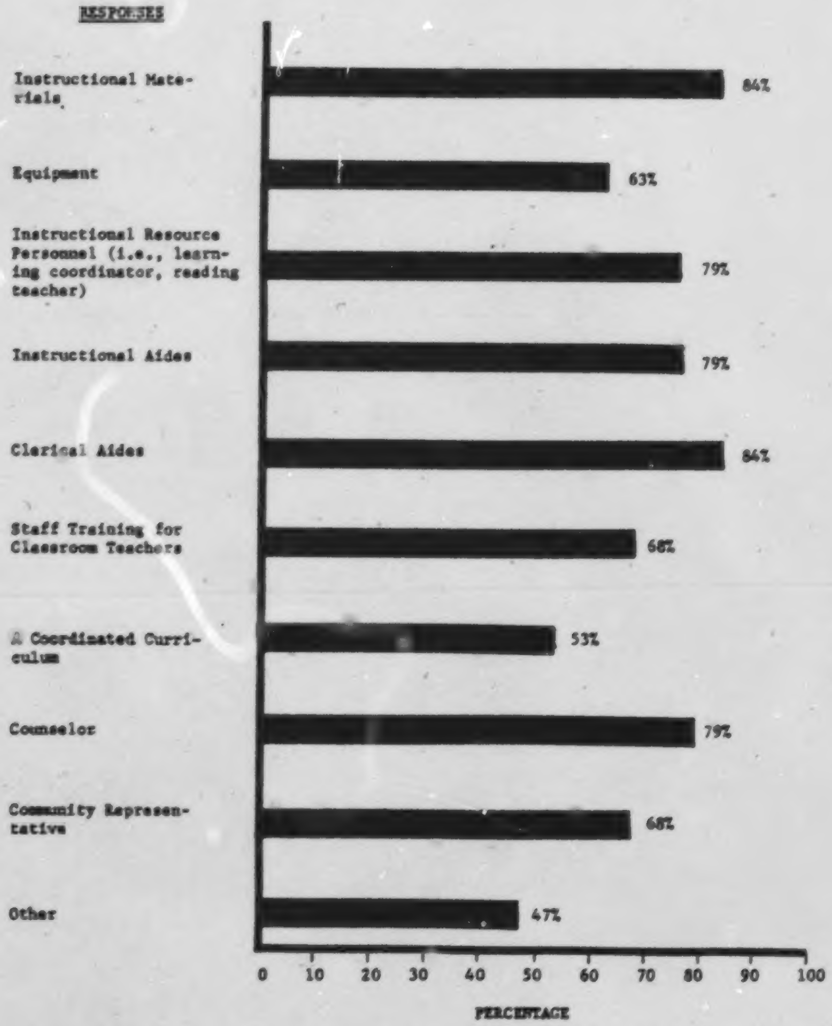
Teachers rated a sample of their students, both Title I and non-Title I, in the fall and again in the spring on the locally-developed Behavior Rating Checklist. However, in deference to the wishes of the Parent Advisory Committee, no norms were developed and no comparisons set up from which statements could be made about the relative behavior characteristics of Title I and non-Title I students. The ratings are useful only for measuring the success of the counseling activities in improving student classroom behavior.

Principal Interviews

Title I principals were interviewed in the spring of 1977 and were asked several questions about the need for guidance and counseling services. When asked what resources are essential for a successful Title I Program, 15 out of 19 considered a counselor to be essential. This was the same number considering instructional personnel as essential. Only instructional materials and clerical aides were considered essential by more principals. Figure IV-5 illustrates these results.

Figure IV-5: RESOURCE NEEDS CONSIDERED ESSENTIAL BY TITLE I PRINCIPALS.

Which of the following do you feel are essential for your school to implement a Title I Program effectively?

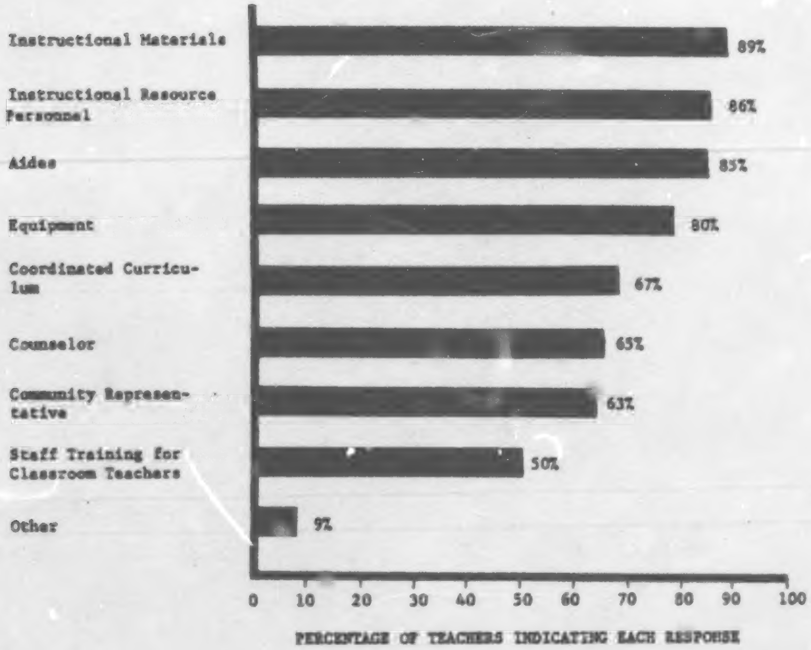


* Resources listed by principals under Other were: physical space (more room); conversion of professional instructional personnel to classroom teachers (2 principals); a visiting teacher instead of a community representative; human resources; administrative assistance; parent involvement/ parent training.

Teacher Questionnaire

On spring questionnaires, 65% of the teachers in Title I schools indicated that they felt counselors were one of the resource needs of campuses implementing a compensatory program. Instructional materials, instructional resource personnel, aides, equipment, and a coordinated curriculum were all considered more essential than counselors were by a larger percentage of the teachers. Figure IV-6 illustrates these results.

Figure IV-6: RESOURCES CONSIDERED ESSENTIAL BY TEACHERS IN TITLE I SCHOOLS IN ORDER FOR SCHOOLS TO IMPLEMENT TITLE I PROGRAMS EFFECTIVELY.



4. What needs are there for parental involvement services?

ANSWER: Althrough a large majority of parents from Title I schools feel they are aware of school activities, less than half know about the Title I Program, and even fewer know about the Parent Advisory Committee. Title I community representatives served about 60% of the Title I students in schools with a community representative. School personnel perceive a need for parental involvement services, but a lesser need than for many other resources.

SUPPORTIVE DATA:

Community Representatives' Records

Each nine-week period the Title I community representatives prepared a report indicating their activities and the way in which the parent of students were contacted or served. These reports indicate that about 60% of the Title I students in schools to which a community representative was assigned have been served through contact between community representative and their parents.

Telephone calls and home visits for attendance problems were the most frequently reported activity.

Principal Interviews

In spring interviews, principals of Title I schools were asked what resources they considered essential for a successful Title I Program. Thirteen of the 19 principals considered community representatives as essential. Resources considered essential by a larger number of principals were instructional materials, instructional resource personnel, instructional aides, clerical aides, and counselors. Staff training for classroom teachers was considered by the same number of principals as essential. A coordinated curriculum and equipment were cited by fewer principals. Figure IV-5 illustrates these results.

Teacher Questionnaire

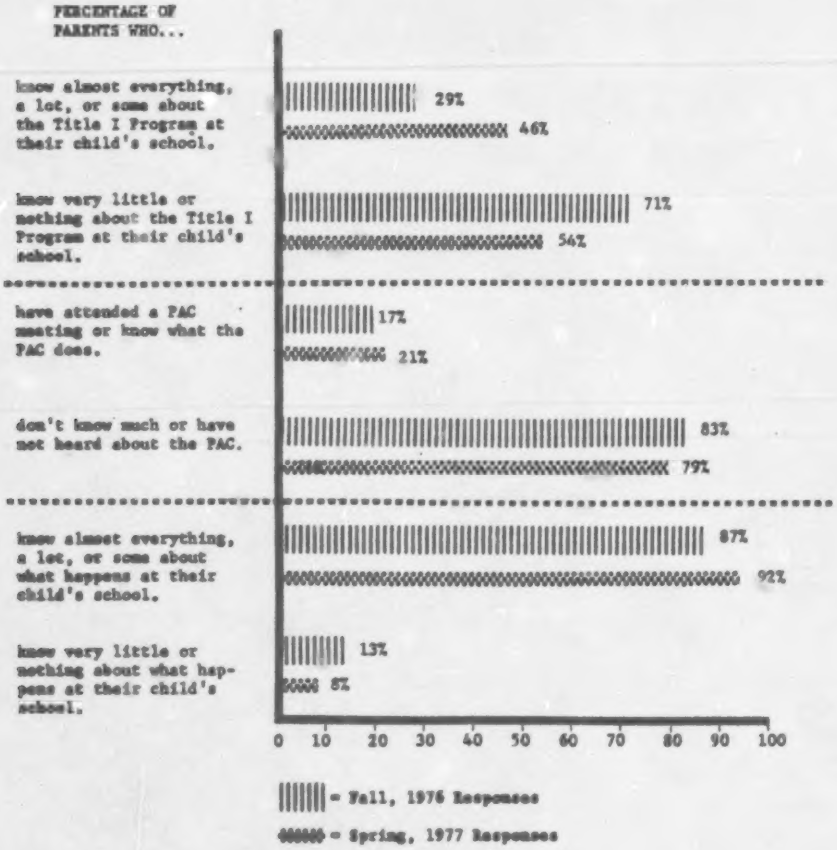
On a spring questionnaire, 63% of the teachers in Title I schools indicated that community representatives are essential for a successful compensatory education program. Instructional materials, instructional resource personnel, aides, a coordinated curriculum, and counselors were considered by more teachers to be essential. Staff training for teachers was considered less essential. Figure IV-6 illustrates these results.

Parent Questionnaire

A random sample of 600 parents of students in Title I schools was sent a questionnaire in the fall of 1976. Another sample of 600 parents was mailed the same questionnaire in the spring of 1977. Figure IV-7 shows the results of three items related to the need for parental involvement in the Title I schools. Although these are responses from all parents in Title I schools, over 70% of the students in these schools are in the Title I Program; therefore, the responses should be reflective mostly of Title I parents.

The majority of parents do not know much about the Title I Program. Even fewer know about the Parent Advisory Committee (PAC). However, a large majority do feel they are aware of what happens in their child's school.

Figure IV-7: PARENT AWARENESS OF SCHOOL AND TITLE I ACTIVITIES (PARENT QUESTIONNAIRE RESULTS).



5. What other needs are perceived for Title I students?

ANSWER: In interviews the following groups identified these and many other needs.

Parents - More books and instructional materials
Transportation for children in bad weather
Teachers - Math Services
Title I Instructors - Experiences outside the school
Principals - More personnel
Title I Staff - Expansion of support services to include non-Title I students

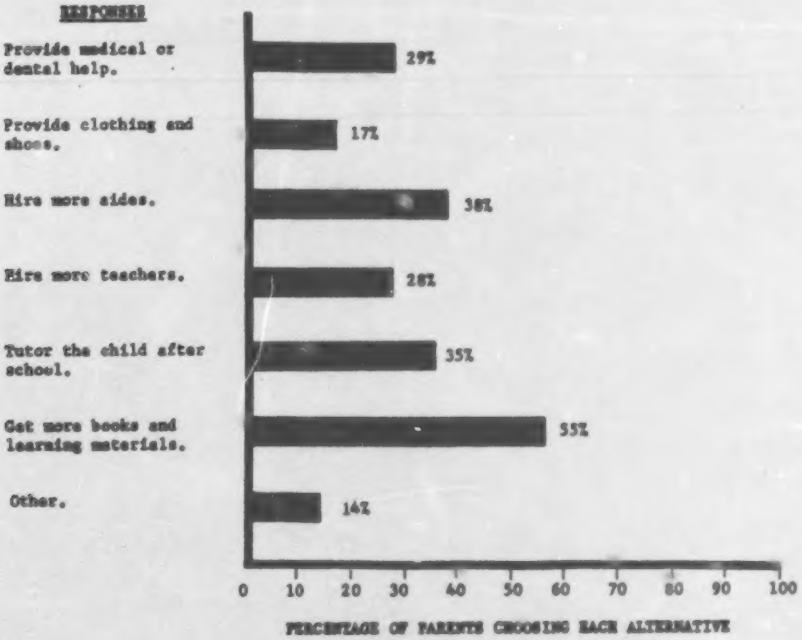
SUPPORTIVE DATA:

Parent Questionnaire

A random sample of parents of students in Title I schools was mailed a questionnaire in the fall of 1976 and another sample of parents received the questionnaire in the spring of 1977. Two items were of a needs assessment nature.

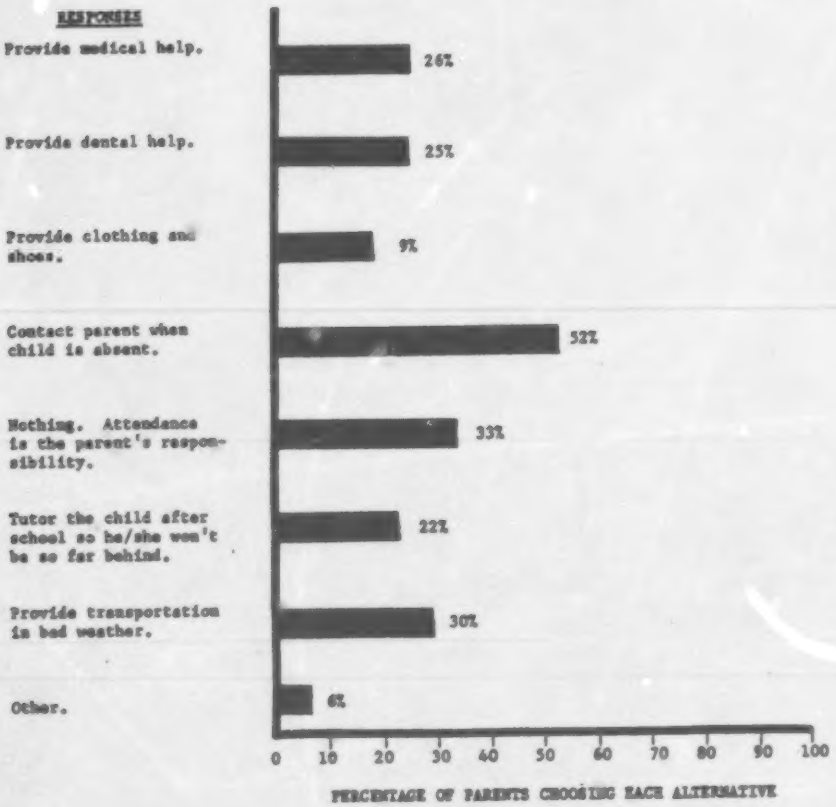
The first item asked parents what the school could do to help their child learn more. Figure IV-8 displays their responses. More materials was the only response chosen by a majority of the parents. Other frequent choices were more aides, tutoring after school, and medical or dental help.

Figure IV-8: WHAT COULD THE SCHOOL DO TO HELP YOUR CHILD LEARN MORE? (MORE THAN ONE ANSWER MAY BE CHECKED.)



The responses received to the second item are shown in Figure IV-9. A majority of parents felt that contacting parents when a child is absent would help their child's attendance. Other attendance helps frequently chosen included doing nothing, providing transportation in bad weather, and providing dental/medical help.

Figure IV-9: IN YOUR OPINION, WHAT COULD THE SCHOOL DO TO HELP YOUR CHILD HAVE BETTER ATTENDANCE? (MORE THAN ONE ANSWER MAY BE CHECKED.)



Teacher Questionnaire

In the spring of 1977, all teachers in Title I schools were sent a questionnaire on which they were asked, "Do you perceive that there are other student needs (instructional or supportive) not currently addressed by Title I?"

More than half of classroom teachers in Title I schools felt that there are other student needs which are not currently addressed by Title I, according to their questionnaire responses.

The other needs most commonly expressed by responding teachers who offered specifics were (in descending order): math services, more counselor services, less stringent regulations for indentification of and services to students, and bilingual services. Other student needs expressed were: lowered pupil-teacher ratios, instructional help in the content areas, better coordination between classroom and reading lab instruction, more supportive services, activities to develop student self-concept and social skills, better kindergarten services, and more instructional personnel. All other student needs listed by teachers were isolated examples.

Learning Coordinator/Reading Teacher Questionnaire

In November, 1976, the Title I learning coordinators and reading teachers completed a questionnaire on which they too were asked if they were aware of any student needs not currently addressed by Title I. Over half did indicate additional needs. The most frequent of which were experiences outside of the school, a communication skills program, services of a resource person in Spanish reading, a school/home partnership in teaching reading, personality development activities, and math skills development activities.

Principal Interviews

When Title I principals were interviewed in the spring of 1977, they were asked what needs they were aware of that affect the achievement of Title I students but were not being met by the Title I Program as it was currently structured. Most of the principals responded in terms of school needs for dealing with student problems, rather than in terms of direct student needs. Five principals indicated that more personnel were needed, but they did not specify exactly what kind of personnel were needed. Other responses were (one principal each):

1) visiting teacher
2) aides
3) aide training
4) preschool program
5) Psychotechnic inservice
6) increased number of students that can be served
7) parental involvement

Title I Staff Interviews

In May, 1977, the Title I administrative and supervisory staff members were interviewed. They were also asked what other needs they perceived that affect the achievement of Title I students. All five of the persons interviewed perceived needs directly related to their area of work. In a few cases those responses coincided. Their responses showed that:

The Title I Administrator felt that schools had not served all identified students the past school year.

The Administrator and supervisors in the Instructional, Guidance and Counseling and Parental Involvement Components felt there was a need for expansion of the support services to include Title I and non-Title I students.

Staff shortages presented a problem for the Guidance and Counseling and Parental Involvement Components in particular during 1976-77. Four of the five persons interviewed discussed the problem of staff shortages.

Supervisors of the Instructional Component felt the present structure of the Title I program lacks a comprehensive format. They also felt there was no effective way for dealing with the high mobility rate of students in Title I schools.

The Title I Parent Involvement Specialist suggested the possible need for a cultural program for Title I students similar to that of Title VII. She also suggested that dissemination of information to those communities not in the Title I or Title VII areas might be expedited if AISD would create positions similar to those of the community representatives in other elementary schools in the District. Community activities could be coordinated across the District through such a plan.

6. What coordination of programs is currently being done?

ANSWER: Although recent efforts have been made to coordinate among Title I, Title VII, Local Bilingual Program, SCE, and Title I Migrant staffs, regular and frequent coordination by these staffs and staff from the Department of Elementary Education does not occur. Some staffs have attended special planning meetings for other programs, but mainly they operate independently of each other.

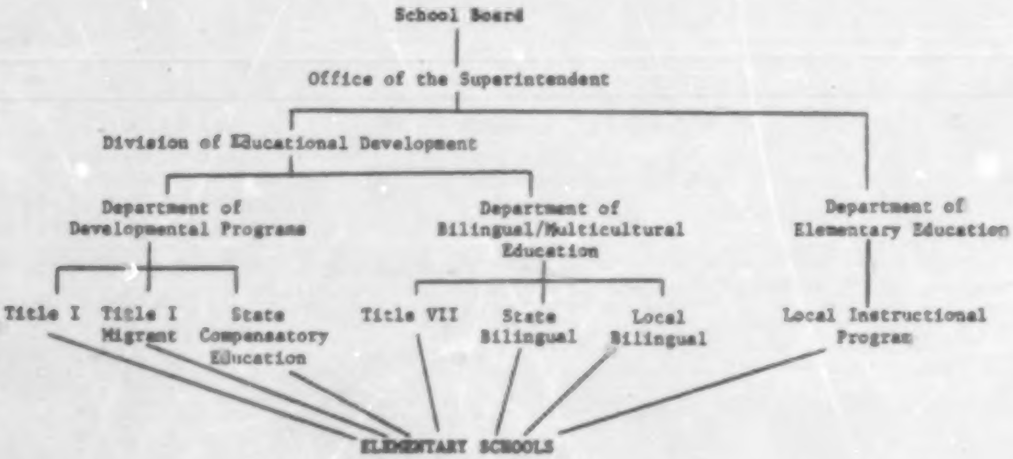
SUPPORTIVE DATA:

District Organization

The supervisory and administrative staffs of the special programs such as Title I, Title I Migrant, and SCE are in the Department of Developmental Programs; whereas, the bilingual programs funded by State, local, and ESEA Title VII monies are in the Department of Bilingual/Multicultural Education. These two departments are both in the Division of Educational Development. However, the major core of District instructional coordinators and administrators is in the Department of Elementary Education. A partial organizational chart is presented in Figure IV-10 to show the reporting relationships.

Thus, organizationally, the various instructional programs which operate in the District must coordinate with each other within departments, or across departments within a division, or even across divisions. The common meeting ground for all these programs is the school campus.

Figure IV-10: ORGANIZATIONAL CHART


School Board
Office of the Superintendent
Division of Educational Development
Department of Developmental Programs
Department of Bilingual/Multicultural Education
Department of Elementary Education
Title I
Title I Migrant
State Compensatory Education
Title VII
State Bilingual
Local Bilingual
Local Instructional Program
ELEMENTARY SCHOOLS

District Meeting Schedules

No regular meetings are scheduled for the coordination of programs in the District. Many meetings occur during which coordination of efforts may take place. These include the following.

Cabinet Meetings - Superintendent, Assistant Superintendents, Directors of Elementary and Secondary Education; weekly.

Educational Development Divisional Meeting - Assistant Superintendent for Educational Development, Director of Developmental Programs, Director of Bilingual/Multicultural Education; weekly.

Educational Development Programs Staff Meeting - All coordinators, supervisors, and specialists in the Division, biweekly.

First Friday Meetings - Department of Elementary Education instructional coordinators, special program staffs are invited to attend; monthly.

General Principals' Meeting - All principals, program staffs are invited to attend; monthly.

Area Principals' Meetings - Principals of an elementary area, program staffs are invited to attend; monthly.

Survey of Selected Instructional Services

In March, 1977, the 16 instructional coordinators/supervisors/specialists who are most involved in the planning and supervision of instructional activities on elementary campuses were surveyed. The supervisors included 10 locally funded instructional coordinators from the Department of Elementary Education, four Title VII Bilingual Project supervisors, three local bilingual supervisors, and two Title I supervisors.

Results of this survey are summarized in the following five statements.

1. Title I, Title VII, and local bilingual supervisors do not meet with local supervisors from the Department of Elementary Education on a regular basis.

2. Title I, Title VII, and local bilingual supervisors have met with local supervisors during First Friday Meetings in the Department of Elementary Education (first Friday of each month). In addition, all groups of supervisors have attended some area principal meetings.

3. Local supervisors reported no regular meetings with Title I, Title VII, or local bilingual supervisors.

4. Local supervisors have met with special project supervisors in special purpose planning meetings.

5. Local bilingual, Title VII, and Title I supervisors meet every two weeks in interdepartmental meetings.

All groups surveyed wanted more coordination of effort among the programs in the District.

Title I Staff Interviews

The Title I staff members were interviewed in May, 1977. During those interviews, they were asked about the coordination of activities among the special programs and the Department of Elementary Education.

The Title I Parental Involvement Specialist reported good coordination between Title I and Title I Migrant programs; however, no coordination has occurred between the parental involvement components of Title I and Title VII even though they share nine campuses.

The Title I Guidance and Counseling Component is coordinated out of the same office as are the local counselors; therefore, coordination occurrs readily. No other programs provide counseling services.

The Title I administrator indicated that there had been a minimum of coordination between the Department of Elementary Education and all compensatory education programs; however, the biweekly meetings within the Division of Educational Development were cited as a effort to coordinate among special projects.

7. Do activities of Title I and other AISD programs overlap, gap, or mesh in providing instructional and support services?

ANSWER: Title I and other projects overlap considerably in focus, activities, and students served; however, some students in Title I schools do not participate in any programs beyond the basic instructional program. Meshing of activities is minimal. Each project concerns itself with its own activities, and locally funded personnel spend little time working with special project activities.

SUPPORTIVE DATA:

Title I Staff Interviews

Interview results from May, 1977, indicate that:

> At present, overlapping of instructional services does occur between Title I and AISD. The overlap between the Title I Instructional Component and Special Education services is a case in point.
>
> Supervisors of the Guidance and Counseling and Parental Involvement Components felt that the federal guidelines which specify the students that can or cannot be served eliminate any overlap of services for their components.
>
> The Title I Administrator was unaware of any overlapping of services in the schools, since she had not worked in the schools during the past year.
>
> Three of the persons interviewed felt that a gap was created through a lack of communication between Title I instructional staff and regular classroom teachers.
>
> In the Guidance and Counseling component a gap is created by inflexibility of the guidelines. Those same guidelines which create eligibility for Title I service can also prevent a student from receiving services. For example, the guidelines state that a student must be receiving instructional services before he/she is eligible for any Title I support services. If a Title I student manages to attain grade level and is no longer eligible for instructional services, then he/she is no longer eligible for counseling services.
>
> None of the five persons interviewed had comments on whether the activities of Title I and AISD instructional and support services meshed.

Survey of Selected Instructional Services

In the spring of 1977, the instructional coordinators/supervisors of the major special projects such as Title I and the locally funded instructional coordinators/supervisors were surveyed to determine the frequency at which they provided selected instructional services. The 19 statements below summarize their responses.

1. All supervisors regularly conduct in-class supervision of English instructional activities in the schools to which they are assigned.

2. Local supervisors, however, conduct in-class supervision of English instructional activities infrequently in schools which are in the Title VII Program and frequently in other schools.

3. Schools in both Title VII and Title I have all four categories of supervisors (local, local bilingual, Title VII, and Title I) conducting in-class supervision of English instructional activities.

4. Spanish instructional activities are supervised in-class frequently by the Title VII and local bilingual supervisors. Local supervisors work infrequently in this area, and Title I supervisors do not work at all in this area.

5. On-campus supervision/planning of English instructional activities during non-instructional time is less frequent than in-class supervision for the supervisors as a whole.

6. On-campus supervision/planning of Spanish instructional activities during non-instructional time is less frequent than in-class supervision for the supervisors as a whole.

7. Consulting with campus-level personnel on local school problems is an activity of all supervisors. The frequency of this consulting varies with the Title I supervisors reporting frequent consulting for all Title I campuses.

8. Title I reading labs are supervised frequently by the Title I supervisors, infrequently by local supervisors, and not at all by local bilingual and Title VII supervisors.

9. Some Title I aides receive planning help or are supervised by Title I supervisors frequently, others infrequently. Supervision of aides by other supervisors does occur infrequently.

10. Selection and ordering of materials for instruction in English from local funds and Title VII funds is an activity of local, local bilingual, and Title VII supervisors. Title I supervisors do not help select or order materials for English instruction from local funds.

11. Selection and ordering of materials for instruction in English from Title VII funds is done by Title VII, local bilingual, and local supervisors, but not by Title I supervisors.

12. Selection and ordering of materials from Title I funds for English instruction is frequently an activity for Title I supervisors, not an activity for local bilingual and Title VII supervisors, and infrequently an activity for local supervisors.

13. Selection and ordering of materials for Spanish instruction is a frequent activity of local bilingual and Title VII supervisors. Title I supervisors do not help select or order Spanish materials. Local supervisors do this infrequently if at all.

14. Planning and proposal development for program activities for the 76-77 and 77-78 Title I Program was a frequent activity for Title I supervisors only. Local and local bilingual supervisors participated infrequently. Title VII supervisors did not participate at all.

15. Planning and proposal development for program activities for the 76-77 and 77-78 Title VII Projects was a frequent activity for Title VII supervisors and local bilingual supervisors only. Local supervisors participated infrequently if at all, and Title I supervisors did not participate at all.

16. No supervisors reported participating in the planning and proposal development of program activities for SCE funds except infrequently at one school.

17. Planning and proposal development for the 76-77 State Bilingual Program was a frequent activity for local bilingual supervisors, an infrequent activity for local supervisors, but not an activity for Title VII and Title I supervisors.

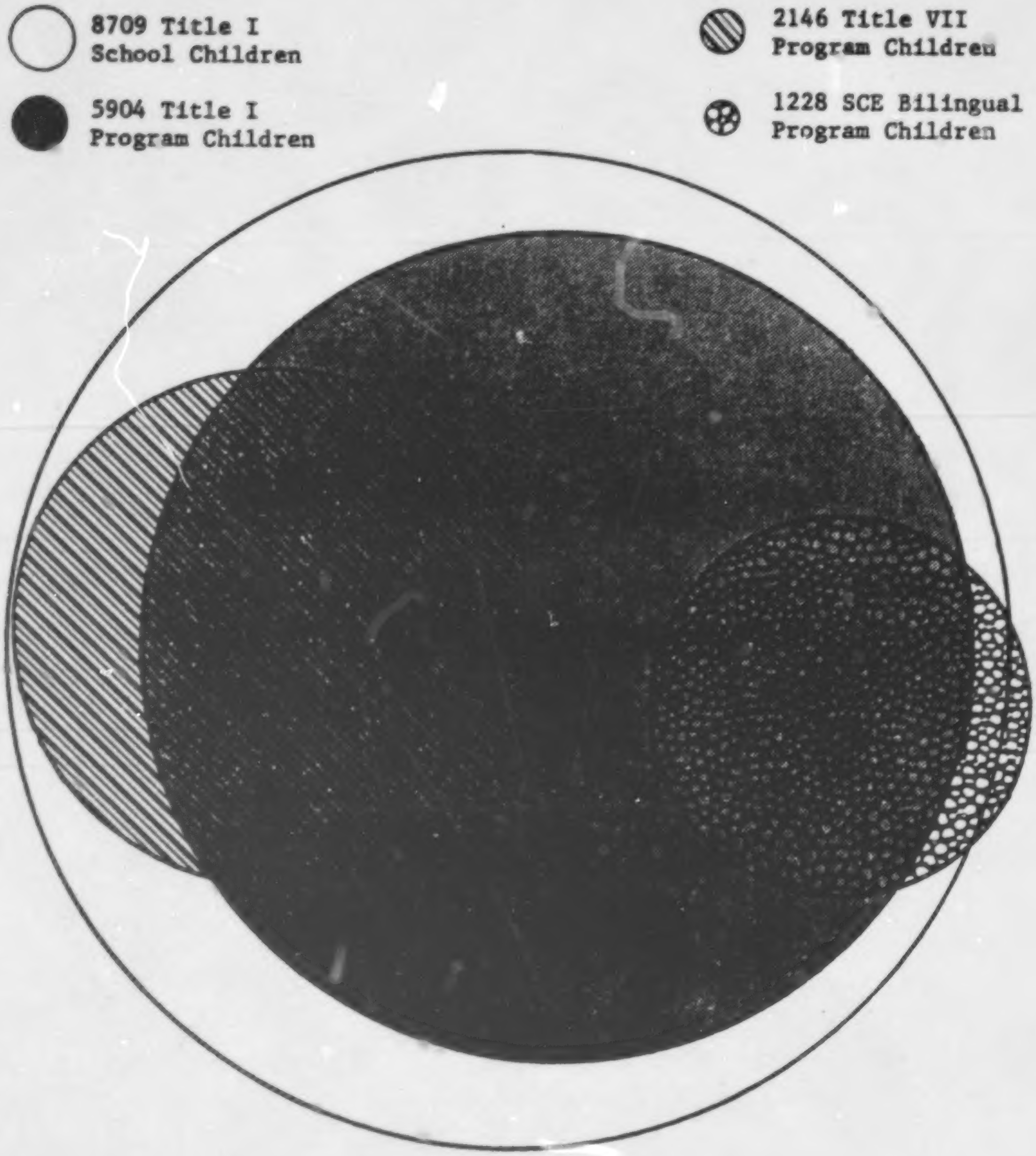
18. In the planning and conducting of staff development activities, supervisors participated frequently in those sponsored by their own funding source and not at all or infrequently in each others. An exception is participation in State Bilingual funded activities by Title VII supervisors (frequently) and by local supervisors (infrequently).

Overlap of Special Programs

Mid-year 1975-1976, the memberships of the major special programs operating at the elementary level were compared to determine where overlaps occurred. Figure IV-11 shows that there is considerable overlap of services and funding sources in terms of target populations.

The following 14 statements summarize the overall findings of the study.

Figure IV-11: DEGREE OF OVERLAP OF THE TITLE I AND BILINGUAL PROGRAMS. Number of children in the Title I schools, the Title I program, the Title VII Bilingual Program, and the SCE Bilingual program, and the areas of overlap between programs. Source: Needs Assessment for the Preparation of 1977-78 Applications for Compensatory Education Programs (ORE Publication Number 76-21).



1. Of the Title I students, 51% (2,985) are served by the Title I Program and no other major compensatory education program.

2. 42% (2,466) of the Title I students are served by Title I and one or all of the following programs: Title VII, SCE, Special Education, or Teacher Corps.

3. Approximately 8% (445) of the Title I students are served by Title I and two of the above programs.

4. One tenth of a percent (8) of the Title I students are served by Title I and three other programs.

5. 43% (2,555) of the Title I students are served by a bilingual program (Title VII or SCE Bilingual).

6. 26% (1,553) of the Title I students are served by Title VII.

7. 17% (1,002) of Title I students are served by SCE Bilingual.

8. 76% (2,555) of the students in bilingual classrooms (Title VII or SCE Bilingual) are served by Title I.

9. 72% (1,553) of the Title VII students are served by Title I.

10. 82% (1,002) of the SCE Bilingual Students are served by Title I.

11. 5% (324) of the Title I students are served by Special Education.

12. 46% (324) of the Special Education students in Title I schools are served by Title I.

13. 4% (219) of the Title I students are migrant students.

14. 75% of the migrant students in Title I schools are served by Title I.

Job Descriptions

The job descriptions of the instructional coordinators/supervisiors/specialists for local and special project activities reflect the activities they reported participating in on the Survey of Selected Instructional Services. Generally, locally funded instructional coordinators in the Department of Elementary Education have a very lengthy job description which commits them to do almost everything imaginable related to instruction. The job descriptions of the personnel for special programs such as Title I are more concise and relate to project activities exclusively.

In summary, the local instructional coordinators' job description encompasses all instructionally related activities; whereas, the personnel funded through Title I and other special programs are committed to work exclusively with their projects' activities.

8. What student outcomes are produced by the staffing patterns and roles currently used in the Title I Program?

ANSWER: Except at kindergarten, the achievement levels of Title I students are very low, even with both instructional and support services from Title I. Attendance and classroom behavior may be helped by counseling services, but parental involvement services failed to impact attendance.

SUPPORTIVE DATA:

Nine-Week Reports

The schools' master lists of Title I identified students listed 6,230 students. By March 18, 1977, 5.433 (87%) had been served by Title I instructors, 4.703 (76%) by counselors, and 3,794 (61%) by community representatives. Obviously, the large number of students identified prevented delivery of services to them all.

Because of this, only those students who did receive services were used when calculating achievement gains, changes in classroom behavior as a result of counseling, and improved attendance as a result of counseling and/or parental involvement.

Program Objectives

Other evaluation questions are referenced below which indicate the student outcomes produced by each component. Generally, instruction produced lower than projected gains and community representatives failed to impact student attendance significantly. Counselors, on the other hand, may have contributed positively to both classroom behavior and student attendance.

Student Outcomes	Evaluation Questions
Achievement	16, 32, 33, 37, 40
Classroom Behavior	32
Attendance	33, 34, 36

9. How much direct instructional time is furnished to identified Title I students by the current staffing patterns and roles?

ANSWER: The amount of direct instructional time provided to Title I students by Title I personnel varies from none to several hours per week. On the average, a Title I student receives about seven minutes a day of direct instruction from Title I personnel.

SUPPORTIVE DATA:

Nine-Week Reports from Title I Instructional Personnel

Each nine-week period, the Title I instructional personnel on each campus completed a detailed report of the individual students served during that period, the Title I person(s) serving them, and the average number of days per week each child received direct instruction. These reports were collected by the Title I evaluation staff and analyzed in order to report to the project staff and the schools on the progress of the delivery of instructional services to identified Title I students.

At mid-year, an in-depth analysis of the data collected showed that 22% of the identified Title I students had received no direct instruction from a Title I-funded person. In addition, of the 78% who had been instructed, a very wide range of instructional time had occurred. Although many students had been served daily, many others who had been served were served in only one nine-week period and/or for only one, two, or three days a week. The average time of these daily instructional periods also ranged widely from 20 minutes to about 50.

By the end of the third nine-week period, March 18, 1977, 87% of the identified students had received at least some direct instruction. Thirteen percent still had not.

A closer look at the nine-week reports showed that 28% of the identified students were being served by an aide only and not by a reading teacher or a learning coordinator. These aides were assigned mainly to the very early grades to work with students not scheduled to go to the reading labs.

School Organizations

In Chapter III of this report, each Title I school's instructional program is described. These descriptions also show that the amount of direct instructional time provided by Title I personnel varies considerably.

No one description of an organizational plan would fit more than a few of the 20 Title I schools. The most evident characteristic of the individual schools' programs is that all identified students cannot be served daily or even weekly by the available instructional staff.

Classroom Observations

Beginning in the fall of 1976, randomly selected Title I students were observed on a full-day basis. All of the student's activities were recorded minute by minute from 8:00 a.m. until 2:30 p.m. The results ofthese observations again indicate the degree to which Title I instructional personnel are stretched to serve the large number of students identified.

When the average number of minutes per day the Title I aides, reading teachers, and learning coordinators spent with Title I students were caluculated, the totals were quite low. On the average, Title I students in grades 1-5 have direct contact with a Title I aide for three minutes, with a reading teacher for two minutes, and with a learning coordinator for two minutes. This totals to a daily average of seven minutes per Title I student during the year.

Title I students did not receive extra time in instruction. They received almost exactly the same amount of time in reading/language arts instruction as did non-Title I students (in both Title I and non-Title I schools).

Title I students spent no more time going from class to class (or reading lab) than did non-Title I students. "Hall time" for all groups averaged to around 15 minutes per day.

10. How much supportive service is provided to identified Title I students by the current staffing patterns and roles?

ANSWER: The current staffing patterns and roles provided counseling and guidance services to 76% and parental involvement services to 61% of the identified Title I students through March 18, 1977.

SUPPORTIVE DATA:

Counselors' Records

Each nine-week period the Title I counselors maintained records of each student served, in what way, and for what reason. By the end of the third reporting period, 76% of the Title I students had received counseling services. Individual counseling had been provided to 29% of the Title I students and group counseling to 72%.

During the third nine-week period, group counseling encounters served students 15,501 times. Individual counseling sessions served students 4,926 times.

Community Representatives' Records

The community representatives also maintained nine-week records. By the end of the third nine-week reporting period, 61% of the Title I students had been served by the community representatives through parental activities. The community representatives reported having visited the homes of 39% of the Title I students. Parents of 50% of the students were reported to have participated in some school activity other than PAC meetings.

Home visits and phone calls for attendance problems were the most frequently reported activities.

11. What are the achievement levels of students in low-income schools at each grade, K-12?

ANSWER: Students in low-income schools score well below students in high-income schools in reading. The gap increases from kindergarten through twelfth grade. Except for kindergarten and first grade, low-income students in Austin score below national averages in reading. Achievement in math follows the same pattern.

SUPPORTIVE DATA:

Boehm Test of Basic Concepts

The Boehm Test of Basic Concepts was administered to all District kindergarten students in February, 1977. Figure IV-12 compares the scores for students in low-income schools with student's scores in high-income schools. A low-income school was defined as one with a percentage of students from low-income families higher than the District average for all schools. A high-income school was defined as one with a percentage of low-income students below the District average.

The median low-income school average on the Boehm was below that for other schools in the District.

Figure IV-12: KINDERGARTEN ACHIEVEMENT IN LOW-INCOME SCHOOLS.

		Schools with Higher Percentage of Low-Income Students Than AISD Average		Schools with Lower Percentage of Low-Income Students Than AISD Average		All Schools	
Grade	Test	Number of Campuses	Mean Score	Number of Campuses	Mean Score	Number of Campuses	Mean Score
K	Boehm Test of Basic Concepts	23	37.379	30	41.804	53	39.145

California Achievement Test and Sequential Tests of Educational Progress

The measure given in April, 1977, to determine student achievement in grades one through eight is the California Achievement Test. In grades nine through twelve, the Sequential Tests of Educational Progress is used. Figure IV-13 compares the median school percentile on the reading sections of these tests for low-income and high-income schools.

At every grade level, the low-income schools were below the high-income schools. Except in first grade, the low-income schools' median percentiles were below the national average. In addition, the gap between achievement in schools of the two income levels increased from first grade to twelfth grade. The only exception was grade 6 where schools are desegregated and the mix of low-and high-income students is greater on each campus.

Although figures are not presented here, inspection of the achievement scores for math appear to follow the same pattern..

Figure IV-13: ACHIEVEMENT LEVELS IN LOW-INCOME SCHOOLS.

Reading Total Median Percentile

		Schools With Higher Percentage of Low-Income Students than AISD Average		Schools With Lower Percentage of Low-Income Students than AISD Average		All Schools	
Grade	Test	Number of Campuses	Median Percentile	Number of Campuses	Median Percentile	Number of Campuses	Median Percentile
1	CAT	23	62	31	[illegible]	54	75
2	CAT	23	45	31	74	54	65
3	CAT	23	37	31	69	54	61
4	CAT	23	29	30	64.5	53	52
5	CAT	23	20	30	61	53	48
6	CAT	5	36	3	54	8	47
7	CAT	3	14	8	53	11	48
8	CAT	3	15	8	57	11	49
9	STEP	1	10	8	42	9	38
10	STEP	1	11	8	42	9	42
11	STEP	1	12	8	47	9	47
12	STEP	1	9	8	46.5	9	48

12. At which grade levels is supplemental instruction most beneficial?

ANSWER: No answer is available. This question has not been investigated experimentally by researchers.

SUPPORTIVE DATA:

Review of the Literature

Although there are many advocates of early childhood education and some programs have been successful, the relative merits of supplemental instruction in the early grades versus in the later grades does not lend itself to simple research. Accordingly, a brief literature search uncovered no such research. Resources were not available for a more indepth review.

Achievement in Austin's Title I Program

Except at kindergarten where Title I students and non-Title I students made impressive gains on the Boehm Test of Basic Concepts, supplementary instruction has not produced consistent achievement gains at any grade level. It is important to note that the kindergarten gains by Title I students are more than offset by slower than average achivement gains after grade two.

13. What approaches to reading are now being used?

ANSWER: There is no common approach to reading being used in the Title I schools or in the Title I reading labs.

SUPPORTIVE DATA:

Individual School Descriptions

The school descriptions for each of the 20 Title I schools in Chapter III point out the variety of curricula used. Many reading teachers and learning coordinators use a wide range of materials rather than one central approach for all children.

Through classroom observations, school visits, and discussions with school personnel, these descriptions of each school's program were developed. Evident in this array of information sources was a common theme - most classroom teachers and most Title I reading teachers and learning coordinators are choosing their own approach to reading instruction and not coordinating that approach with other teachers or other schools.

14. How do teachers view their freedom to select an approach to reading?

ANSWER: Most teachers feel that a coordinated approach should be used by all personnel in a school; however, less than half of the teachers feel that coordination among schools is needed.

SUPPORTIVE DATA:

Teacher Questionnaire

A spring questionnaire sent to all teachers in Title I schools investigated how they viewed their freedom to select an approach to reading. They were asked who should use a coordinated approach to reading.

Nearly three-quarters of the teachers in Title I schools felt that a coordinated approach to reading should be used by Title I learning coordinators/reading teachers and the classroom teachers in a school.

A little less than half of the teachers in Title I schools felt that a coordinated approach to reading should be used by Title I learning coordinators, reading teachers, and classroom teachers throughout all Title I schools.

Two thirds of the teachers in Title I schools felt that a coordinated approach to reading should be used by all classroom teachers at the same grade level in a school.

One fourth of the teachers in Title I schools felt that a coordinated approach is appropriate for all teachers at the same grade level in different schools throughout the District.

A little over half of the teachers in Title I schools felt that a coordinated approach should be used by classroom teachers at all grade levels within a school.

15. What has research shown to be the effects of different approaches to reading instruction, alone and in combination with other approaches?

ANSWER: Research evidence indicates that there is no overwhelmingly "best" approach, but there are some characteristics common to successful approaches to reading instruction.

SUPPORTIVE DATA:

Brief Review of the Literature on Instructional Approaches to Reading

Extensive research on reading instruction from the mid-1950's on, especially in the last decade, has not led to the discovery of a single, "best" approach to the teaching of reading, or even to a universally accepted definition of reading and the skills that the reading process entails. (3) Though reading programs abound, a fact attested to by the multiplicity of programs fostered by the National Right to Read endeavor, they are not characterized by a unity of theoretical approach, purpose, or instructional method. By way of example, 12 exemplary Right to Read programs were culled from 27 programs recommended by the American Institute for Research (after a nation-wide survey of 728 programs) as having exhibited positive reading gains on the part of students over a number of years. These 12 programs represented a wide range of approaches, from direct instruction by teachers with an organized phonics system, to modular instructional units, to learning to read through participation in art workshops. (1)

The absence of a generally recognized method for teaching reading arises in part from the lack of definitive research. Studies which compare one complex of instructional factors with another complex of instructional factors make it impossible to isolate the single characteristic (if indeed there is one) which makes one program more effective than another. This has resulted in a general unwillingness to accept one specific method to the exclusion of all others.

Besides the lack of definitive research, another factor inhibiting the acceptance of a generally recognized method for teaching reading is the split between those who favor reading for meaning from the beginning and the proponents of "decoding," teaching the student to decode the visual alphabetic symbols first, with meaning following naturally from this process at a later stage.

Apart from theoretical differences concerning the nature of reading, however, consensus among researchers seems to be that teachers ought to look for the method or combination of methods best fitted to each child. They are further in agreement that a more important factor than the actual teaching method employed is the professional competence of the classroom teacher. (3)

Two current research endeavors provide some specific information on those teacher behaviors which promote better instruction.

A large scale study of compensatory reading programs was conducted by Educational Testing Service (ETS) for the U.S. Office of Education over a five-year time span in over 700 schools across the country. The study uncovered a number of major findings, summarized briefly below:

1. Heterogenous grouping of students promotes reading achievement gain among compensatory students.

2. Achievement is related to classroom interaction, including such variables as student autonomy, teacher warmth or leadership style, teacher control, teacher attention to students, and student involvement in learning.

3. Common characteristics of schools that maintained particularly effective reading programs included:

   a. the definition of reading as an important instructional goal,

   b. effective educational leadership specific to the issue of reading instruction,

   c. careful attention to basic skills,

   d. relative breadth of materials, and

   e. cross-fertilization of ideas among teachers. (4)

Some specific suggestions on teaching methods were developed from research findings by the Research and Development Center for Teacher Education at the University of Texas at Austin. Briefly summarized, their findings suggest that low SES students benefit more when:

1. The teacher systematically controls classroom activities which have clearly specified instructional purposes,

2. The teacher minimizes the opportunities for off-task behavior and keeps the students actively engaged in appropriate learning tasks most of the time that they are in the classroom, and

3. The teacher provides direct instruction with the following features:

   a. small chunks of material on the students' level,

   b. ample time for practice and feedback, and

   c. frequent opportunities for the students to respond to teacher questions. (2)

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Evertson, C.M., Lambert, D.E., and Anderson, L.M. Classroom structuring and teaching methods: Some specific suggestion from research. Austin, Texas: The University of Texas, R & D Center for Teacher Education, 1977.

Goldbecker, S.S. Reading: Instructional approaches; What research says to the teacher. Washington, D.C.: National Education Association, 1975.

Leib, C.E. (Ed.) ETS Developments 1977, 24 (3), 1-2.

16. Did the Instructional Component meet its stated objectives for reading?

ANSWER: No.

SUPPORTIVE DATA:

California Achievement Test

The Instructional Component's stated objectives for reading were:

a. Upon completion of the 1976-77 school year, the Title I participants on the first grade level will demonstrate a comprehension of words and sentences in reading by scoring an average grade equivalent within one month of that expected for students in the eighth month of first grade, as measured by a single administration of the California Achievement Test (Comprehension Subtest) in April, 1977.

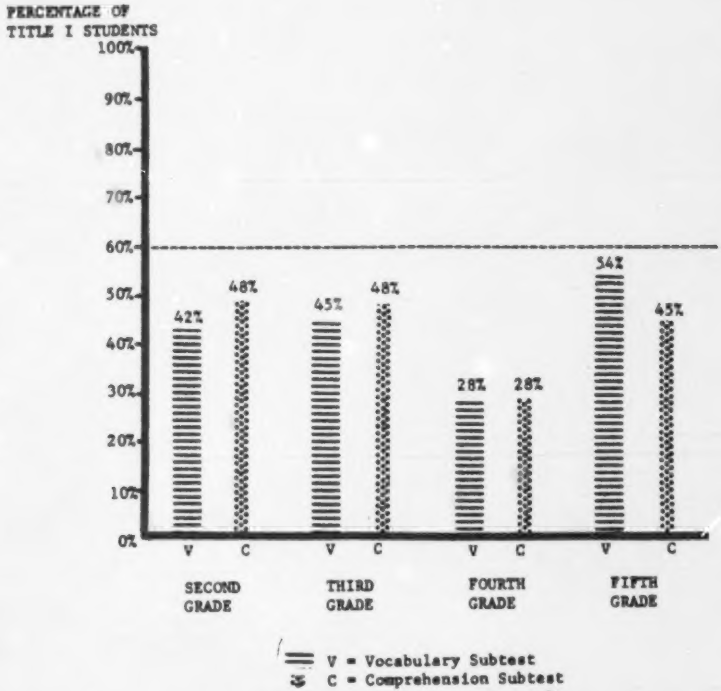
b. Upon completion of the 1976-77 school, the Title I participants in the second, third, fourth, and fifth grades will demonstrate a comprehension of words and sentences in reading by scoring an average of .8 months grade equivalent gain per month of instruction, as measured by pre- and posttest administration of the California Achievement Test (Comprehension Subtest) in April, 1976 and April, 1977.

c. Upon completion of the 1976-77 school year, the Title I participants in the second, third, fourth, and fifth grades will demonstrate a basic knowledge of vocabulary by scoring an average of .8 months grade equivalent gain per month of instruction, as measured by pre- and posttest administration of the California Achievement Test (Vocabulary Subtest) in April, 1976 and April, 1977.

First grade Title I students scored an average of 1.5 grade equivalents in April, 1977. This was short of the objective level of 1.7. However, 56% of the Title I students did achieve the 1.7 grade equivalent level or above.

Figure IV-14 shows the percentage of Title I students at grades two through five who made the hoped-for gain for .8 equivalents. Fifth graders came the closest to the 60% objective level with 54% on the Vocabulary Subtest, and 28% of the fourth graders met the objective in both vocabulary and comprehension.

Figure IV-14: TITLE I STUDENTS MEETING PERFORMANCE OBJECTIVES IN READING - California Achievement Test



Performance Objective: 60% will make a grade equivalent gain of .8 of a year from April 1976 to April 1977.

17. Does the current method identify the students with the greatest need?

ANSWER: Yes, however, some students at or even above grade level are also identified.

SUPPORTIVE DATA:

California Achievement Test

According to school averages on the California Achievement Test, 17 of the 20 schools identified for participation in the Title I Program are the lowest elementary schools in the District. Thus, the schools containing the greatest concentration of low-achieving students have been successfully identified. However, three schools, Brown, Mathews, and Rosedale have achievement levels above that of several non-Title I schools.

Within the Title I schools, the current allowance for teachers to identify students based on the Ladder of Skills (a subjective measure) resulted in over 500 students' being identified even though their test scores were too high for Title I eligibility. Some of these students had scored at or above grade level, a few into the 90th percentiles.

Boehm Test of Basic Concepts

As with the CAT, the average Boehm scores for the 20 identified schools are generally the lowest in the District.

Economic Survey

Each spring, the District conducts an economic survey to determine the number and percentage of students from low-income families. The survey was conducted by the Office of Research and Evaluation for the first time in 1977; however, the same 20 elementary schools as in 1976 were identified as having the highest concentrations. Since no other measure of families' income levels is available, the accuracy of the economic survey is unknown.

18. How accurate is the method currently being used?

ANSWER: The current process for the identification of Title I schools seems to be adequate. Within Title I schools, the process for identification of Title I students qualifies over 70% of the students enrolled, some achieving at or above grade level. Over one third of the teachers in Title I schools report knowing of additional students not identified who need help.

SUPPORTIVE DATA:

Economic Survey

The economic surveys conducted in 1976 and in 1977 for the Title I Program identified about 30% of Austin's students as being from low-income families. This totals to about 17,000 students District-wide. However, the Title I student allocation for Austin is about 10,000 students. Thus, Austin's method for identifying students from low-income families identifies about 70% more students than the State's allocation formulas have estimated. Obviously different definitions of low-income are being used.

Without other measures of individual family income with which to compare, it is impossible to establish the validity of the economic survey in identifying Title I schools.

Educational Survey

See evaluation question 17. Generally, students with the greatest need are identified; however, some with lesser needs or even with no educational deprivation are identified.

Teacher Questionnaire

A spring questionnaire sent to all teachers in Title I schools produced the following results. Fifty-eight percent of responding teachers were aware of no student that needed Title I instructional services who were not identified for Title I services.

Twenty-six percent were aware of anywhere from one to ten students who needed services but were not identified for Title I.

Eleven percent were aware of 50 or more students who needed services but were not identified for Title I.

19. What sources of information useful for identifying Title I students are available?

ANSWER: For economic identification, no useful information is available other than free and reduced lunch applications. For educational identification, the current District testing program provides objective information, and teacher observations are available for subjective determinations.

SUPPORTIVE DATA:

Economic Survey

Before time for the annual spring economic survey of students in Austin, the Title I programmatic and evaluation staffs brainstormed sources of economic information. Because the family income levels of students by name were required, all extra-district sources, such as, IRS, the census, employers, and the parents were found to be unavailable or impractical to tap. The evaluation staff for the Low SES and Minority Student Evaluation Study attempted to pilot a home survey to determine socioeconomic status; however, even the trial survey met too many problems.

The only District source available, other than school personnel's opinion, was applications made by parents for free or reduced lunches. This was used as the primary source, and school personnel were asked to list other students who they judged were from low-income families because of clothing, health, attendance, or other factors usually related to low incomes.

Educational Survey

Other than teacher ratings and grades, the following test data are available as a result of the District testing program and regular Title I testing. See Figure IV-14.

Data	Instrument	Students
March/August	K Screening Test	All kindergarteners
September	Spanish Screening Test	All kindergarteners in Title VII schools and other kindergarteners thought to understand Spanish
September	PAL Oral Language Dominance Measure	All Spanish-speaking kindergarteners and first and second grade not previously tested
September/ February	Boehm Test of Basic Concepts	Kindergarteners

Data	Instrument	Students
September	Metropolitan Readiness Test	First graders
April	California Achievement Test	First through fifth graders

20. What method (of communicating violations of Title I guidelines) has been employed in the past?

ANSWER: No systematic method has been used. Meetings and conferences were frequently mentioned by principals and staff in addition to a variety of individual sources used to learn of guidelines.

SUPPORTIVE DATA:

Principal Interviews

In spring interviews the 19 Title I principals were asked what methods had been used in the past to communicate violations of Title I guidelines to them. Responses showed that information about Title I guidelines has been communicated to principals verbally, for the most part, through meetings and individual conferences. Some principals also indicated that they had received guideline information through bulletins or memos from Title I staff and from copies of the yearly application for Title I funds. Other sources of information regarding Title I guidelines that have been used in some isolated cases by Title I principals have been: Title I Principal's Notebook, Title I reports, preschool workshops, information packet, books on Title I, and the Federal Register.

Three principals felt that communications this year have been better than in the past, but several others felt that there was need for much better communication of guidelines, and a handbook or some other written reference tool was suggested by them.

Information about guideline violations had been communicated almost exclusively through verbal contacts with Title I staff. Only two principals indicated that they had received formal communication regarding guideline violations.

Title I Staff Interviews

In spring interviews, the Title I administrative and supervisory staff were asked the same question. They reported that guidelines were passed on to principals of schools through meetings with guest speakers from Title I TEA (Texas Education Agency), area directors, Title I staff, through Title I Applications, and through memos.

Three of the persons interviewed indicated that as far as they knew there was no structured method for communicating guideline violations. However, the other two discussed approaches they were familiar with, and the Title I Administrator gave an example of the procedure followed when a violation is discovered by TEA. In that case a letter is sent to the superintendent, assistant superintendent, proper director, and principal of the school concerned. The Guidance and Counseling Component Supervisor indicated that violation notifications were handled through the director of the department, Title I administrative staff, or conferences with principals and staff concerned. Occasionally, follow-up memos are sent after the matter has been settled.

21. Has this method (of communicating violations of Title I guidelines) been successful?

ANSWER: No. Information has been communicated verbally and inconsistently. All guidelines are not known by school personnel.

SUPPORTIVE DATA:

See evaluation questions 20 and 22.

Title I Staff Interviews

On the subject of the success of the methods used for correcting guideline violations, two of the five persons interviewed felt the method of correcting violations was successful. Two others felt the method was very unsuccessful, and one felt that at times the method worked, while at other times it did not.

22. Do schools not realize that violations (of Title I guidelines) occur?

ANSWER: Generally, schools are aware of the violations which occur; however, not all the guidelines which are violated are known ahead of time by school personnel.

SUPPORTIVE DATA:

Principal Interviews

When asked if their school had experienced any problems with following the guidelines, eight principals said that they had had no problems with following the guidelines in their schools, while nine others were very much aware of problems caused by the restricttions which do not allow Title I services to a child unless he or she is in the Title I instructional program. The general rigidity of the guidelines was quoted by one other as a problem, and the method of identification of Title I students was discussed by another.

Nine-Week Reports

The nine-week reports maintained by Title I instructional and supportive personnel on each compus did indicate numerous violations of Title I guidelines throughout the year. The violations documented by the evaluation staff to the programmatic staff during the year included:

1. providing instruction to students not identified,
2. counseling students not identified,
3. serving the parents of students not identified,
4. counseling identified students during nine-week periods when they were not receiving Title I instruction,
5. serving the parents of identified students during nine-week periods when they were not receiving Title I instruction, and
6. serving non-Title I students with a Title I aide assigned to a classroom.

Formal and informal discussions with school personnel revealed that many of these violations were a result of poor communications within the schools of who was eligible to be served each nine-week period. However, the fact that a Title I student could not receive supportive services unless he was receiving concurrent instructional services was not known by some community representatives and counselors.

23. If violations (of Title I guidelines) are pointed out, would schools move to correct them?

ANSWER: There is not sufficient information available to answer this question; however, several instances indicate that schools would react in different ways.

SUPPORTIVE DATA:

Reactions to Communication of Violations

Mid-year, the Coordinator of Guidance and Counseling communicated to the Title I counselors that they were to be serving only those students who were currently receiving Title I instruction. According to nine-week reports kept by the counselors, almost all of them were still serving a few students who were not reported as being served by Title I instructional personnel.

In reaction to a memo from the Title I evaluation staff concerning the need for one school to ensure that the Title I aide serve only identified students, the principal directed his teachers to make sure that the aide served only identified students.

An example from outside of Title I shows that an SCE school that was serving grades 6, 7, and 8 with SCE community aides reduced the service to grades 6 and 7 when the evaluator pointed out that only grade 6 was eligible for services.

24. What are possible alternatives (for communicating violations of Title I guidelines) and how do schools rank them for preference?

ANSWER: Principals and staff prefer informal reporting of violations to the principal, and formal follow-up if no action is taken.

SUPPORTIVE DATA:

Alternatives

The following alternative procedures for reporting violations of Title I guidelines to the schools were generated by the evaluation staff and used as stimuli for principals and programmatic staff to respond to in determining their preferred procedure.

Report informally to the principal for action/reaction; if problem persists, then problem would be reported formally in a memo to the principal with a carbon to appropriate administrators.

Report formally and immediately to principal in a memo with carbon copy to appropriate administrator.

Report formally to Title I staff in a memo with no carbon copy to the principal.

Report formally to Title I staff in a memo with carbon copy to the principal.

Principal Interviews

In interviews, the majority (79%) of the principals responded that the appropriate procedure for reporting violations of Title I guidelines would be to report informally to the principal for action/reaction, but if the problem persists, it should be reported formally in a memo to the principal with a carbon to appropriate administrators. Four principals (21%) preferred that violations be reported formally and immediately to the principal in a memo with a carbon copy to the appropriate administrator.

Title I Staff Interviews

Title I staff were given a set of four alternatives and asked to rank them. Four of the five persons interviewed chose a combination of the following two:

Alternative I - report informally to the principal for action/reaction; if problem persists, then problem would be reported formally in a memo to the principal with a carbon to the appropriate administrators.

Alternative II - report formally and immediately to principal
in a memo with carbon copy to appropriate
administrators.

They favored Alternative I, but if the problem should persist they felt Alternative II should be adopted and memos sent to the Title I Administrator and person/persons (perpetrator of violation) concerned.

The Title I Administrator did not indicate a preference for any of the four alternatives. All five felt that the director of the department should also receive notice of any violations. One person suggested that the perpetrator of the violation should be notified as well.

25. Do teachers and principals have different expectations for Title I (low-income) students?

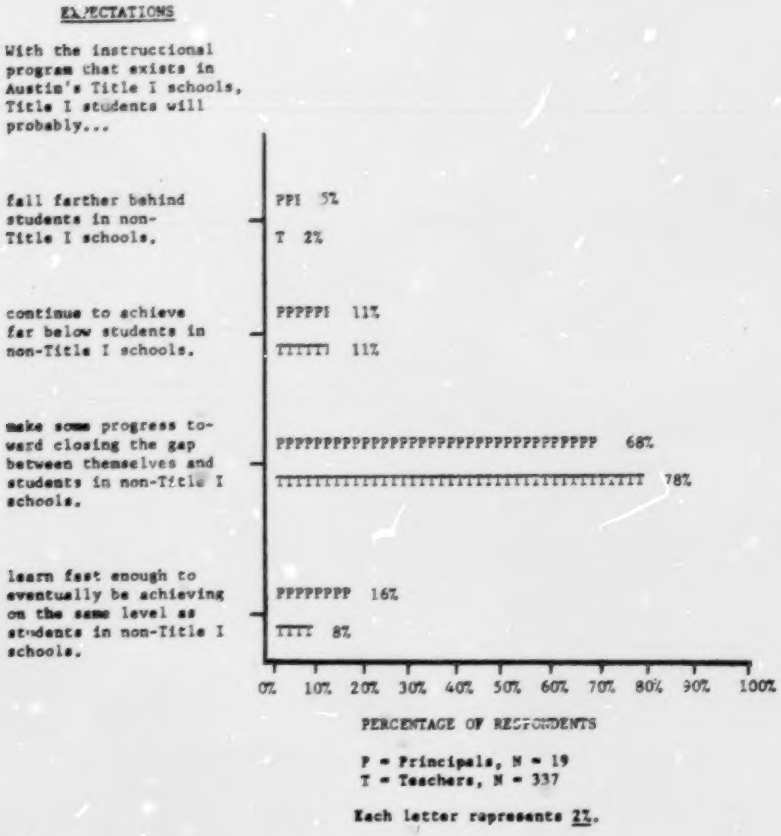
ANSWER: The majority of teachers (78%) and principals (68%) feel that, with the instructional program that exists in Austin's Title I schools, Title I students will probably make some progress toward closing the gap between themselves and students in non-Title I schools. However, 22% of the teachers and 32% of the principals had other expectations.

SUPPORTIVE DATA:

Teacher Questionnaire

In the spring of 1977, all teachers in Title I schools were sent a questionnaire on which they were asked to give their expectation for the achievement of Title I students. Figure IV-15 shows that 78% of them agree that the current instructional program will help Title I students to progress toward the achievement levels of other students. Higher expectations were held by 16%, and lower expectations were held by 13%.

Figure IV-15: EXPECTATIONS FOR THE ACHIEVEMENT OF TITLE I STUDENTS.



Principal Interview

In the spring of 1977, principals were asked the same question about expectations. The majority of principals (68%) also felt the Title I students will make some progress in closing the gap between themselves and other students. Figure IV-15 shows that one principal felt Title I students will fall farther behind, two felt they would continue to be far behind, 13 felt somewhat optimistic, and three were very optimistic.

26. What does the research literature say about the effects of expectations?

ANSWER: Research on the effects of teacher expectations is inconclusive; some studies indicate teacher expectations influence student achievement while other find no effect.

SUPPORTIVE DATA:

Brief Review of the Literature on Teacher Expectations

This review presented a number of studies which supported the hypothesis that teacher expectations influence student achievement and a number that did not. On the support side of the hypothesis, the best known and most controversial findings were those of Rosenthal and Jacobson (1968) published in their book *Pygmalion in the Classroom.* The central idea of this book was "that one person's expectation for another's behavior could come to serve as a self-fulfilling prophecy," i.e., one person will do simply what is expected of him by another.

While attracting popular acceptance, Rosenthal Jacobson's findings provoked the critical attention of other educational researchers. Flowers (1966) contradicted Rosenthal and Jacobson's findings. Thorndike (1968) and Snow (1969) presented serious criticisms of the measurement techniques and statistical analysis used in the study. Replications of the study performed by Fielder, Cohen, and Finney (1971), Caliborn (1969), Jose and Cody (1971), and Fleming and Anttonen (1971) failed to verify Rosenthal and Jacobson's results. However, a study by Brophy and Good (1970) yielded results supporting Rosenthal and Jacobson's findings.

As evidenced by these studies, the question of whether teacher expectations influence student achievement remains an open one. Methodological problems in isolating the expectancy communication from other factors influencing student achievement, and, in part, in defining teacher expectancies, have created difficulties yet to be resolved by researchers.

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27. Do teachers with low expectations for Title I students produce different student outcomes than do teachers with high expectations?

ANSWER: No. There were no differences found in the achievement gains of students with teachers having low or high expectations.

SUPPORTIVE DATA:

Teacher Questionnaire

In the spring of 1977, all teachers in Title I schools were asked to give their expectations for the achievement of Title I students. Evaluation question 25 discusses these expectations. For answering this question, two expectation values were used for each teacher. The actual response of the teacher and the average response of all teachers who team teach together.

California Achievement Test

The scores of second through fifth grade students on the CAT, Reading Total, were used in a mathematical model with the teachers' expectations. The model attempted to predict a student's April, 1977, CAT score by using his April, 1976, score and his teacher's expectation level.

Results of the analyses showed that there was no significant relationship between teacehers' expectation levels as reported on the questionnaire and their students' performance on the CAT.

This could indicate that there really is no relationship, or it could indicate that a questionnaire format is not sensitive enough to measure a teacher's true expectation level for students' achievement.

28. How great is the need for support services by students not in the Instructional Component?

ANSWER: Only 10 out of 19 Title I principals feel there is a need for Title I counselors to serve students not in the Instructional Component. No information is available for parental involvement.

Principal Interviews

Ten principals indicated that there was a need for Title I counselor service for students not in the Title I Instructional Component. Three of those principals do not have Title I counselors in their schools at this time. All ten felt that this was a very definite need for their schools.

The nine principals who indicated that there was no need for Title I counselor service for non-Title I students in their schools were primarily principals who have an AISD counselor as well as a Title I counselor in their school at this time, although one of those principals felt it was duplication of effort to have two counselors. One of the nine principals, however, said that the need was greater for those Title I students who could not be served by their Title I counselor because of lack of time and resources to serve the large numbers of eligible students. One other principal felt that the AISD counselor currently available to her campus was adequate to serve the Title I and non-Title I students on that campus.

Teacher Questionnaire

Fifty-four percent of responding teachers were aware of no students in their schools who did not need Title I instructional services but who do need the services of the Title I counselor and/or community representative.

Twenty-three percent knew of anywhere from one to ten students who needed Title I counselor and/or community representative services but who did not need instructional help.

29. Do support services alone contribute to a child's achievement?

ANSWER: Not determinable.

SUPPORTIVE DATA:

Nine-Week Reports

Nine-week reports indicate that too few students did receive support services and not instructional services to allow for any analyses of the effects. Receiving support services alone would be in violation of Title I rules and regulations.

30. Does a combination of support services and instructional services contribute more to a student's achievement than support services alone?

ANSWER: Not determinable.

SUPPORTIVE DATA:

Nine-Week Reports

Nine-week reports indicate that too few students received support services without instructional services to allow for analyses to be conducted.

31. Would providing support services to students not in the Instructional Component prevent some students in the instructional program from receiving those support services?

ANSWER: Not all students in the instructional program are currently served by counselors or community representatives. Of 14 principals with Title I counselors, eight felt that serving these students would take time from Title I students who need counseling.

SUPPORTIVE DATA:

Principal Interview

Eight principals felt that if their Title I counselors were to serve students who are not being served by the Instructional Component, it would take time from the Title I students who needed service. Six principals felt that there would be few or no problems in that situation, and the five principals of schools without Title I counselors did not reply to this question.

Nine-Week Reports

The nine-week reports kept by the counselors and the community representatives show that not all Title I students in the Instructional Component were delivered supportive services.

32. Did the in-class behavior of students improve as a result of counseling and guidance services?

ANSWER: More of the students who received counseling services improved in their teachers' ratings of their behavior than did the students who were not counseled.

SUPPORTIVE DATA:

Behavior Rating Checklist

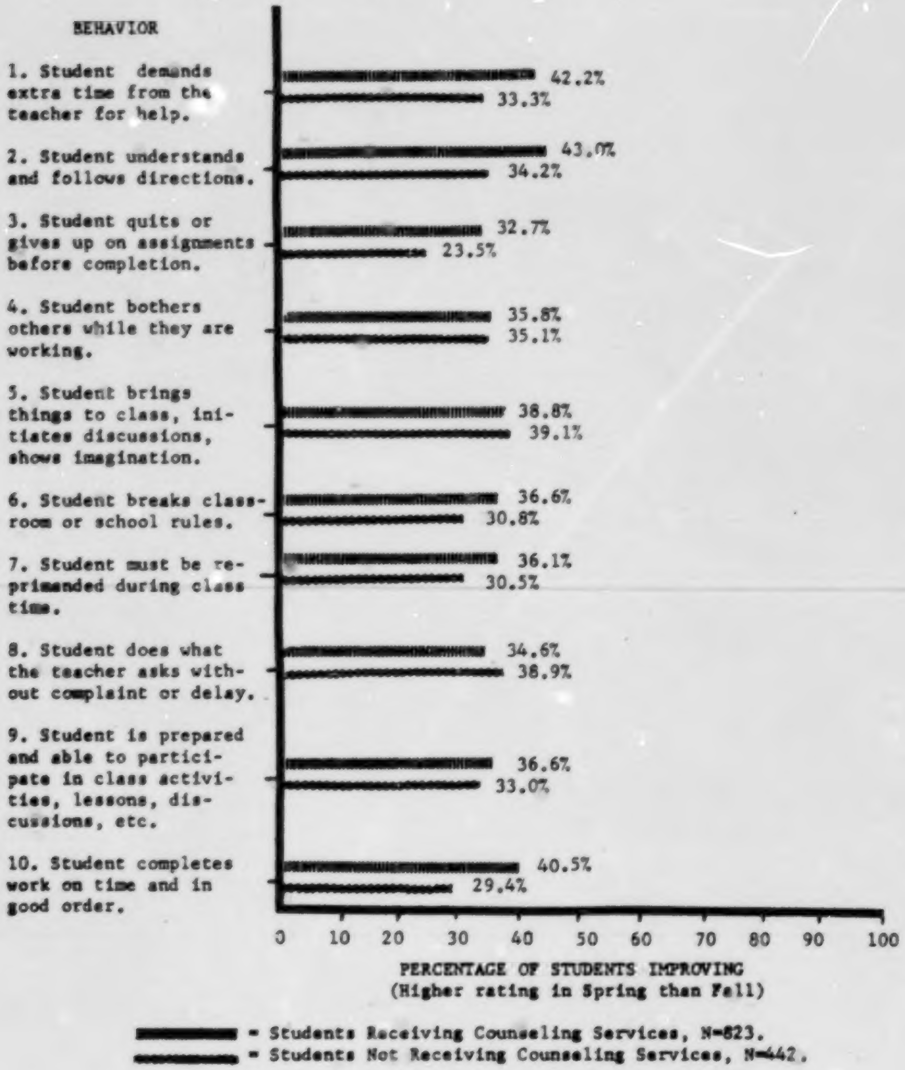
In the fall and again the spring, each teacher in a Title I school rated the classroom behavior of a group of randomly selected students. The Behavior Rating Checklist (BRC) used was developed by the Title I evaluation staff for this purpose.

Using the counselors' nine-week reports, those students who had been counseled were identified. Then the percentages of these students and those not counseled who were rated higher by their teachers in the spring were calculated. Figure IV-16 shows the percentage of students improving on each of the 10 variables on the BRC. On eight of the 10 variables, a larger percentage of students who were counseled made gains.

The Guidance and Counseling Component's objective was that 60% of the students counseled would make gains from fall to spring. Even though this objective was not met, it appears that the counselors may have been influential in the students' classroom behavior since more of the students with whom they worked improved.

Figure IV-16: CHANGES IN CLASSROOM BEHAVIOR.

Behavior Rating Checklist - Fall to Spring



33. Did the achievement levels of students improve as a result of counseling and guidance services?

ANSWER: There are no indications that providing counseling services contributed to student achievement.

SUPPORTIVE DATA:

Nine-Week Reports

The counselors' nine-week reports were used to identify those students who had actually received individual or group counseling.

California Achievement Test

The CAT, Reading Total, score for students in grades two through five were used to determine if counseling had had an effect on achievement. Using a model which predicted April, 1977, CAT scores based on April, 1976, scores, grade level, and counseling services, the students who were not counseled had higher predicted posttest scores.

This could very well be a result of the selection process for determining which students are counseled; however, it would still imply that counseling services did not offset the lower achievement pattern of the students counseled.

34. Did the attendance rates of students improve as a result of counseling and guidance services?

ANSWER: Yes, however, students not counseled improved more.

SUPPORTIVE DATA:

Counselors' Records

Each nine-week period, Title I counselors maintained records of each student served and the manner in which he was served, either individually or in a group. These records were used to identify four categories of Title I students who were counseled.

1. Students individually counseled only.
2. Students group counseled only.
3. Students both individually and group counseled.
4. Students individually and/or group counseled (all students counseled in either or both ways).

As a comparison group to these, those Title I students who were neither counseled nor received any services from a community representative were identified.

Listing of Low-Attenders

of 1976, the Title I evaluation staff provided counselors with a computer listing of all students in Title I schools who had missed 12 or more days during the 75-76 school year. These were to be the target children for counseling for improved attendance.

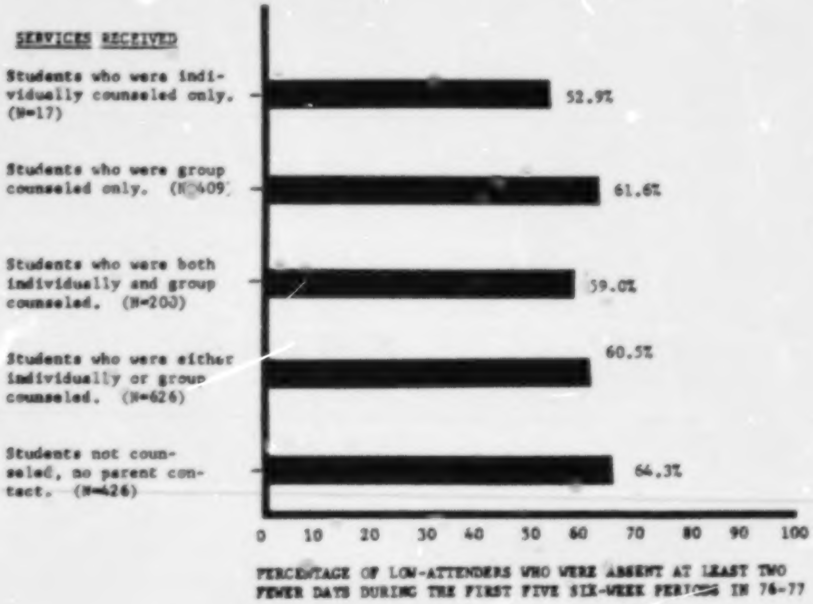
Attendance Registers

In the spring of 1977, the Title I evaluation staff surveyed 76-77 attendance registers in the schools to determine the attendance of the identified low-attenders during the first five six-week periods. The number of days absent during these five periods in 76-77 were compared to the number of days absent for the same periods in 75-76 to determine the percentage of low-attenders who had improved. Only students with 15 or more absences in 75-76 who had been enrolled all five six-week periods in 76-77 were included in the analysis.

Figure IV-17 shows the percentage of low-attenders in each of the five categories described earlier who were found to have at least two fewer absences in 76-77 than they had in 75-76. The improvement of 60.5% of the students counseled exceeded the objective level of 60%.

It is important to note, however, that more of those students who were neither counseled nor served by a community representative improved their attendance by at least two days.

Figure IV-17: ABSENCES OF LOW-ATTENDERS WHO RECEIVED COUNSELING SERVICES.



35. Which of the activities proposed in the CASFA, Counseling and Guidance Component, Item three, Part B, were conducted during the year?

ANSWER: The percentage of Title I students who were to receive counseling services was exceeded. Indications are that the counselors did perform their proposed duties as described in the CASFA.

SUPPORTIVE DATA:

Counselors' Records

The counselors' nine-week reports through March 18, 1977, showed that 85% of the identified students in their 15 schools receiving Title I instruction had been counseled. The projected level was 75%; thus, this activity was implemented as planned.

Counselors were to have spent 60% of their time in group and individual counseling activities. The other 40% was to have been spent in observation, working with other staff and teachers, providing training, etc. Although no direct measure of the proportion of time spent in each area was paractical, the number of times the counselors reported participating in each area were compared. This comparison is not intended to be scientific nor conclusive and may tend to overestimate counseling time since group counseling sessions counted as one activity for each student involved. The comparison showed that 61% of the counselors' reported activities were group and individual counseling. The other 39% were in the second area. These percentages very closely reflect the proposed levels.

Guidance and Counseling Supervisor's Interview

According to interview remarks made by the Guidance and Counseling Supervisor in May, 1977, the following monitoring and staff development activities were conducted.

> Campuses were visited no less than twice per month by the Guidance and Counseling Supervisor. Additional visits were made upon request, and Title I records were monitored at the end of each semester. If any discrepancies were found, a follow-up monitoring session was made.

36. Did the attendance rates of students improve as a result of parental involvement services?

ANSWER: Probably not. The attendance rates of students not served improved more.

SUPPORTIVE DATA:

Community Representative's Records

Each nine-week period, Title I community representatives maintained records on each student who was served. These records were used to identify two categories of students.

1. Students whose homes were visited,

2. Students whose homes were visited and/or were phoned.

As a comparison group to these, those Title I students who were neither counseled nor received any services from a community representative were identified.

Listing of Low-Attenders

In the fall of 1976, the Title I evaluation staff provided community representatives with a computer listing of all students in Title I schools who had missed 12 or more days during the 75-76 school year. These were to be the target children for parental involvement for improved attendance.

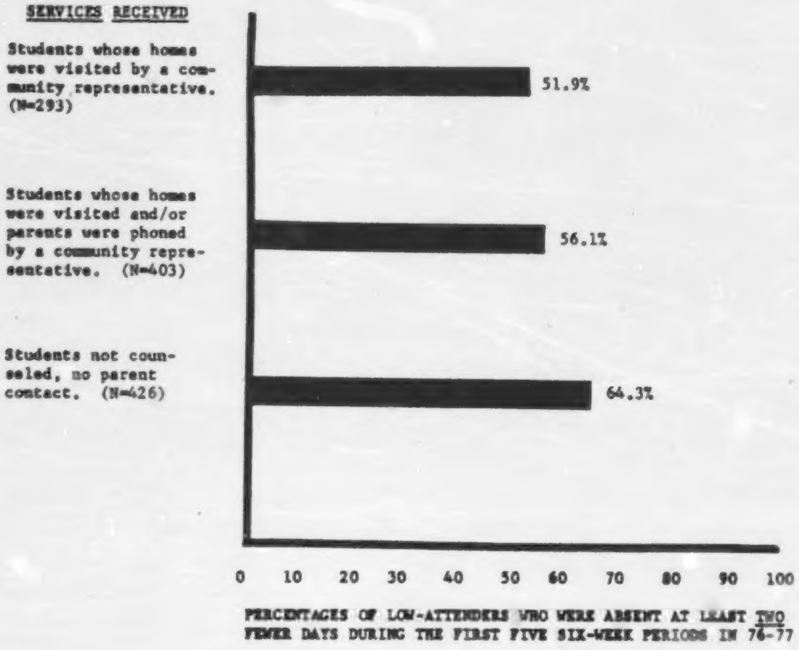
Attendance Registers

In the spring of 1977, the Title I evaluation staff surveyed 76-77 attendance registers in the schools to determine the attendance of the identified low-attenders during the first five six-week periods. The number of days absent during these five periods in 76-77 were compared to the number of days absent for the same periods in 75-76 to determine the percentage of low-attenders who had improved. Only students with 15 or more absences in 75-76 who had been enrolled all five six-week periods in 76-77 were included in the analysis.

Figure IV-18 shows the percentage of students in each of the three categories described earlier who were found to have at least two fewer absences in 76-77 than they had in 75-76. The improvement of 52% whose home had been visited and of 56% of whose home had been visited and/or phoned was short of the 60% objective level.

In addition, 64% of those students not served by the community representative or the counselor improved.

Figure IV-18: ABSENCES OF LOW-ATTENDERS WHO RECEIVED SERVICES FROM A COMMUNITY REPRESENTATIVE.



37. Did the achievement levels of students improve as a result of parental involvement services?

ANSWER: There are no indications that providing parental services contributed to student achievement.

SUPPORTIVE DATA:

Nine-Week Reports

The community representatives' nine-week reports were used to identify those students who had actually received parental involvement services.

California Achievement Test

The CAT, Reading Total, scores for students in grades two through five were used to determine if parental services had had an effect on achievement. Using a model which predicted April, 1977, CAT scores from April, 1976, scores, grade level, and parental services delivered, the students who were not served by the community representative had higher predicted posttest scores.

This could very well be the result of the selection process for determining which students are served; however, it would still imply that parental involvement services did not offset the lower achievement pattern of the students served.

38. **Did the awareness** of Title I parents increase as a result of parental involvement services?

ANSWER: Parents' knowledge about the Title I Program and about the things happening in their children's schools did increase. Many other factors may have contributed to this in addition to Title I parental involvement services.

SUPPORTIVE DATA:

Parent Questionnaire

In the fall of 1976, and again in the spring of 1977, a random sample of parents of students in Title I schools was mailed a questionnaire. The two samples were made up of different parents.

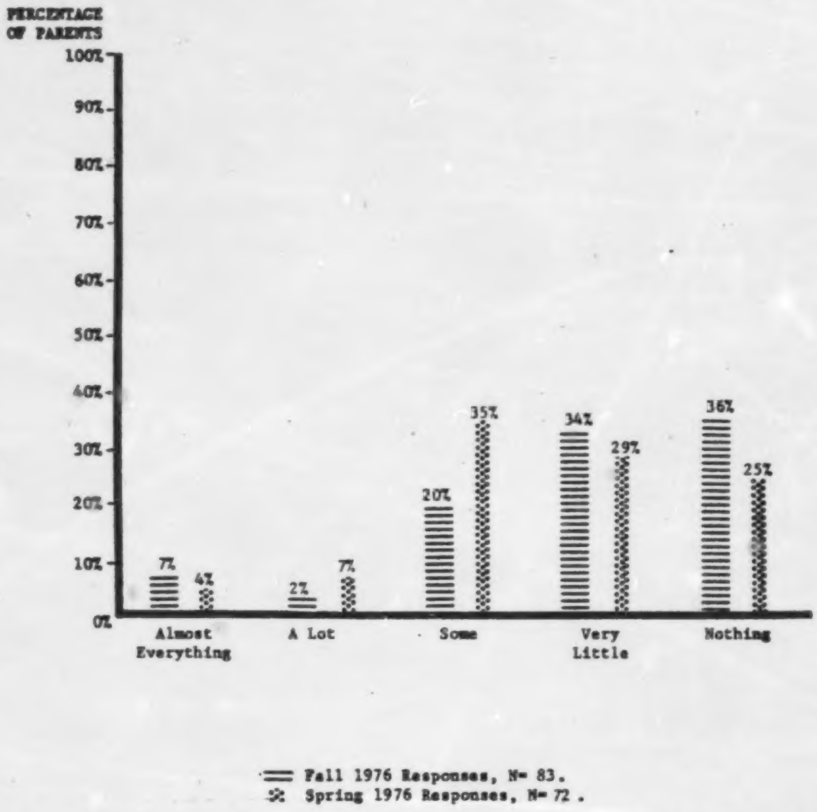
Four of the items on the questionnaire were for the purpose of answering this evaluation question. The responses of the parents who returned the questionnaire are presented in Figures IV-19 through IV-22.

Parents reported in the spring significantly higher levels than in the fall of knowledge about the Title I Program and about the things that happen in their children's school. These increases may indicate that the Title I parental invovlement activities were successful; however, many other factors must also be considered. There may be a normal increase in parental awareness from the beginning of the school year to the end as a result of regular school communications and children's reporting to their parents. In addition, Title I schools have other projects working in them which target parents for services. The Title VII Bilingual Project, for example, has community representatives on nine of the 20 Title I campuses, and Teacher Corps has a strong emphasis on parental involvement on one campus.

In two areas, no change was found from fall to spring. The Title I Parent Advisory Committee was still a relative unknown for the parents. The percentage of parents who read notices and letters sent home remained the same; however, this level was initially very high in the fall.

Figure IV-19: PARENTAL KNOWLEDGE OF AND SUPPORT OF SCHOOL ACTIVITIES, ITEM 1.

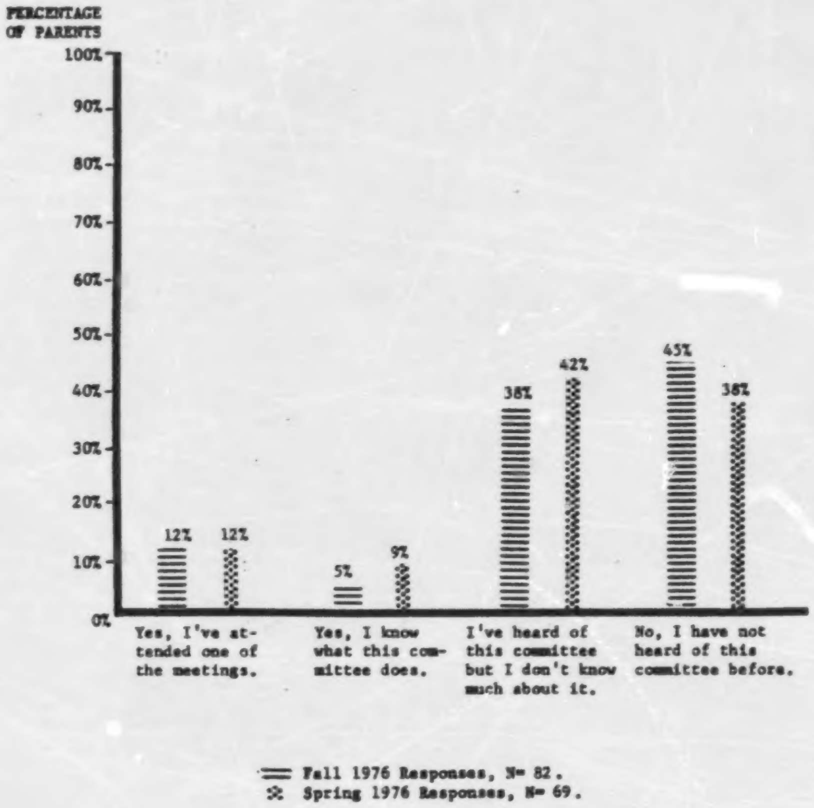
Item 1: How much do you feel you know about the Title I Program at the school your child attends?



Differences in percentages from fall to spring are significant beyond the .05 level.

Figure IV-20: PARENTAL KNOWLEDGE OF AND SUPPORT OF SCHOOL ACTIVITIES, ITEM 2.

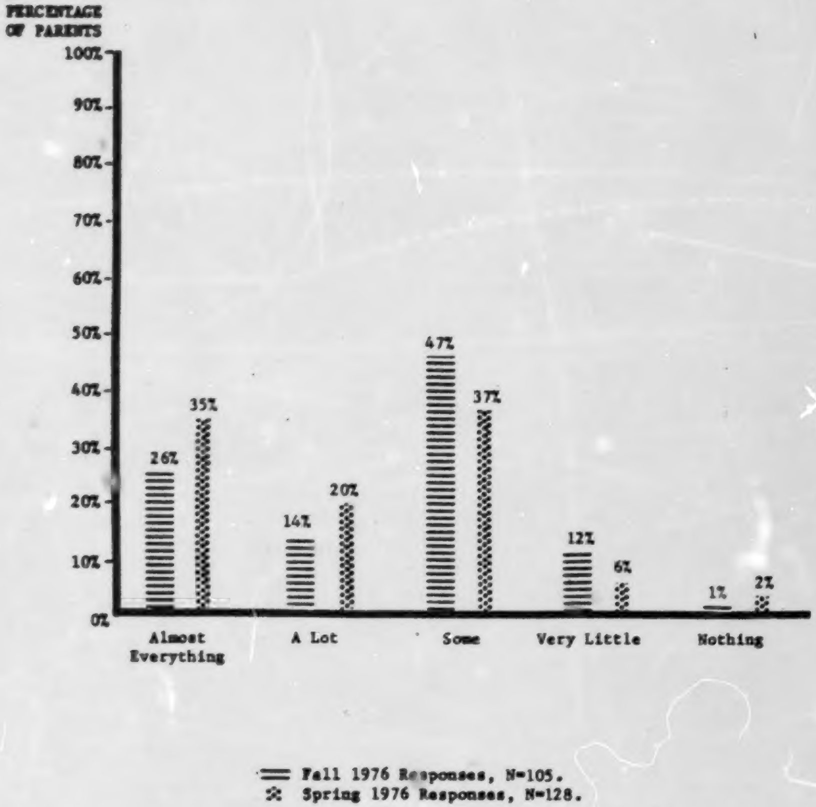
Item 2: Do you know about the Title I Parent Advisory Committee at your child's elementary school?



Differences from fall to spring are not significant.

Figure IV-21: PARENTAL KNOWLEDGE OF AND SUPPORT OF SCHOOL ACTIVITIES, ITEM 3.

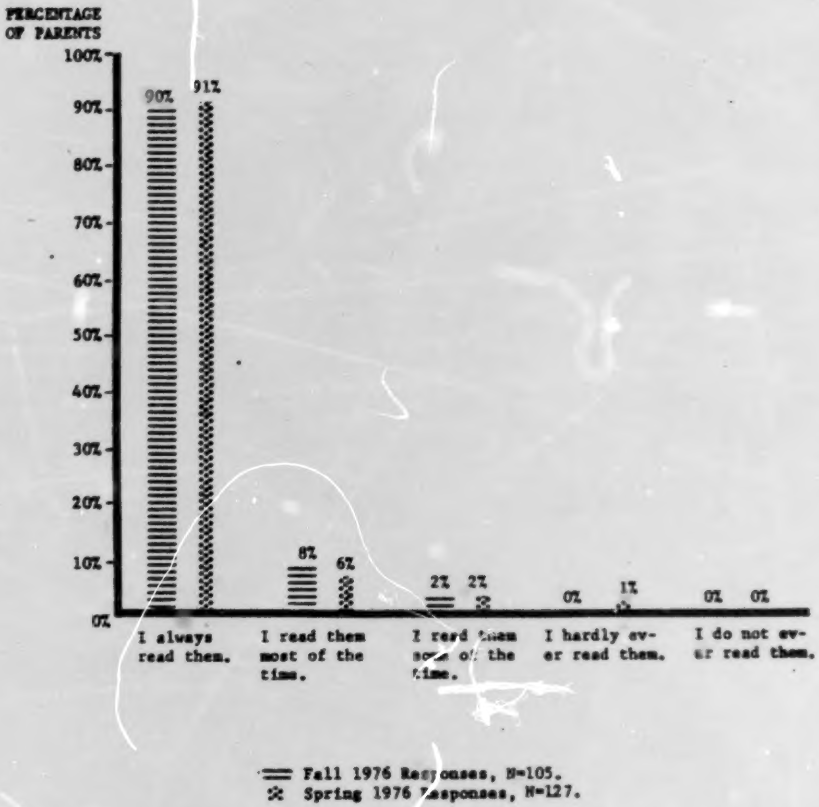
Item 3: How much do you feel you know about what happens at the school your child attends?



Differences from fall to spring are significant beyond the .05 level.

Figure IV-22: PARENTAL KNOWLEDGE OF AND SUPPORT OF SCHOOL ACTIVITIES, ITEM 4.

Item 4: How often do you read notices and letters sent home by the school your child attends?



Differences from fall to spring are not significant.

39. Which of the activities proposed in the CASFA, Parental Involvement Component, Item 3, Part B, were conducted during the year?

ANSWER: Community representatives did report serving 73% of the identified Title I students in their schools; however, proposed record keeping and Parent Advisory Committee (PAC) activities were short of proposed levels.

SUPPORTIVE DATA:

Community Representatives' Records

By March 18, 1977, the community representatives had reported serving the parents of 73% of the Title I students in their 14 schools.

The community representatives were to have consulted "regularly" with Title I staff, teachers, and other school personnel. The detailed records kept the third nine-week period indicate that an average of fewer than three students a week were the topic of consultation.

The community representatives were to have kept accurate records for each identified Title I student. At the latter part of the second nine-week period, the evaluation staff monitored these records. Only one of the 13 community representatives had these records for all or almost all Title I students. Four others had most of the cards prepared, three had some, four had only a few, and one had none. At this time, the evaluation staff began generating printed nine-week report forms for the community representatives. Thereafter 12 community representatives maintained and turned in completed forms each reporting period. One community representative neither maintained nor submitted any records or reports.

By the end of the third nine-week period, 44% of the Title I students had had a home visit from the community representative, and 57% had had a parent participate in a school activity according to the community representatives' records.

The community representatives were to have organized their local PAC and held monthly meetings. Twelve of the 13 schools had records of local PAC organization and meetings. These meetings ranged from one to eight for each school. The average number of meetings held was five.

Attendance of community representatives at the District PAC meetings was inconsistent. Sign-in sheets show that a few never attended.

Parental Involvement Specialist's Interview

All Title I supervisory staff members were interviewed in May, 1977.

According to the Parental Involvement Specialist, the following monitoring and staff development activities were conducted.

The Parental Involvement Specialist visited each of the fourteen schools assigned to her once per month. The records of the community representatives were also monitored during that visit. Additional visits were made upon request.

During the 76-77 school year, four major staff development sessions were held for the District PAC. One of these was a seminar at Southwest Educational Development Laboratory (SEDL), which all of the community representatives attended along with 15 selected parents. There were four seminar sessions, each of which ran once a week for two hours. The last session included an evaluation by SEDL.

Another workshop included group discussion and field testing of parent modules/kits from SEDL. There were six kits, with each containing four lessons. Some of the items contained in these kits were arts and craft supplies and materials.

A special February session of the District PAC also delivered training to PAC members in the form of a workshop put on by Title I personnel.

40. Did the achievement levels of Title I students improve as a result of reading instruction?

ANSWER: Not on the average. The majority of Title I students receiving Title I instructional services gained less than the equivalent of one year's average achievement. Most students fell farther behind the national norms than they had been the previous year.

SUPPORTIVE DATA:

California Achievement Test

The California Achievement Test, Reading Subtest, was administered in April, 1976, and again in April, 1977. Students in grades two through five who were reported as instructed on the Title I instructional personnels' nine-week reports were used in an analysis of reading achievement gains.

Since the objectives for achievement in the Title I Program are written in terms of grade equivalents, that is what is reported here.

Figures IV-23 through IV-26 present the percentage of students who made gains of designated grade equivalents on Reading Total in grades two through five respectively. To keep pace with the national norms, a students would need a gain of 1.0 grade equivalent. A lesser gain would indicate that the student fell behind his previous level relative to other students; a greater gain would indicate that the student improved his previous level.

Only 34%, 38%, 23%, and 42% of the Title I students actually receiving instructional services gained at least 1.0 grade equivalent in grades two through five respectively.

On the positive side, some Title I students demonstrated impressive gains. From 11% to 22% at each grade gained 1.5 grade equivalents (equal to one and one-half year's achievement). From 3% to 11% of each grade gained 2.0 or more grade equivelents.

Figure IV-23: READING GRADE EQUIVALENT GAINS FOR TITLE I STUDENTS.

GRADE: 2

TEST: California Achievement Test

SUBTEST: Reading Total

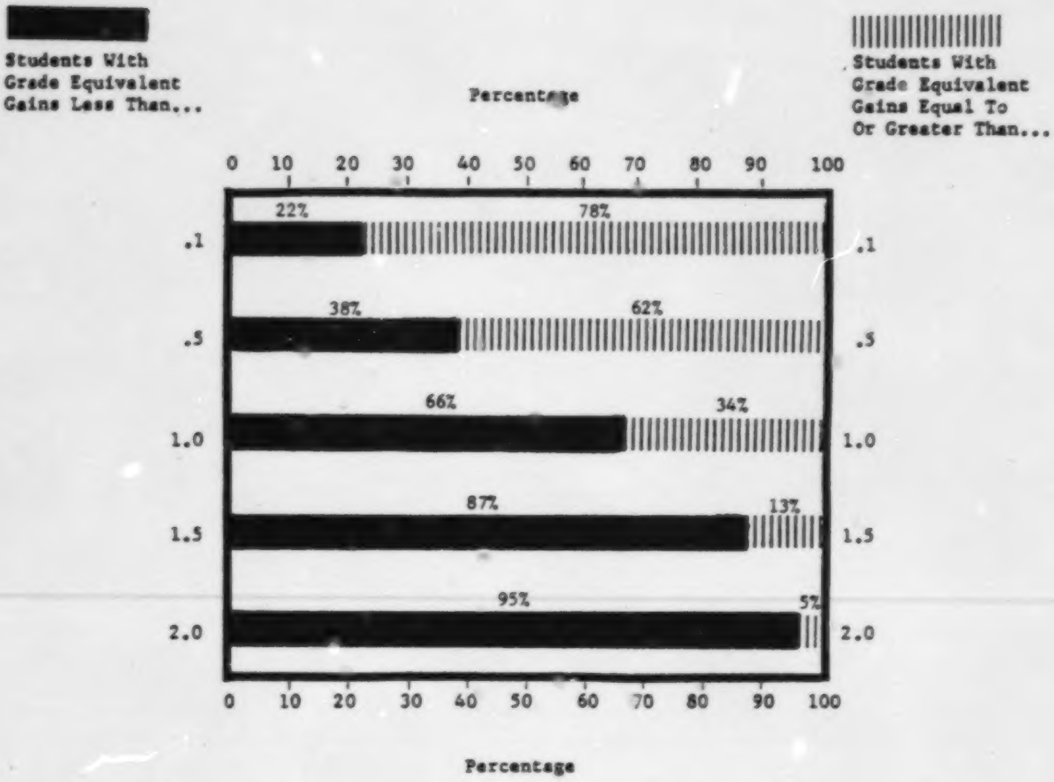


Figure IV-24: READING GRADE EQUIVALENT GAINS FOR TITLE I STUDENTS.

GRADE: 3

TEST: California Achievement Test

SUBTEST: Reading Total

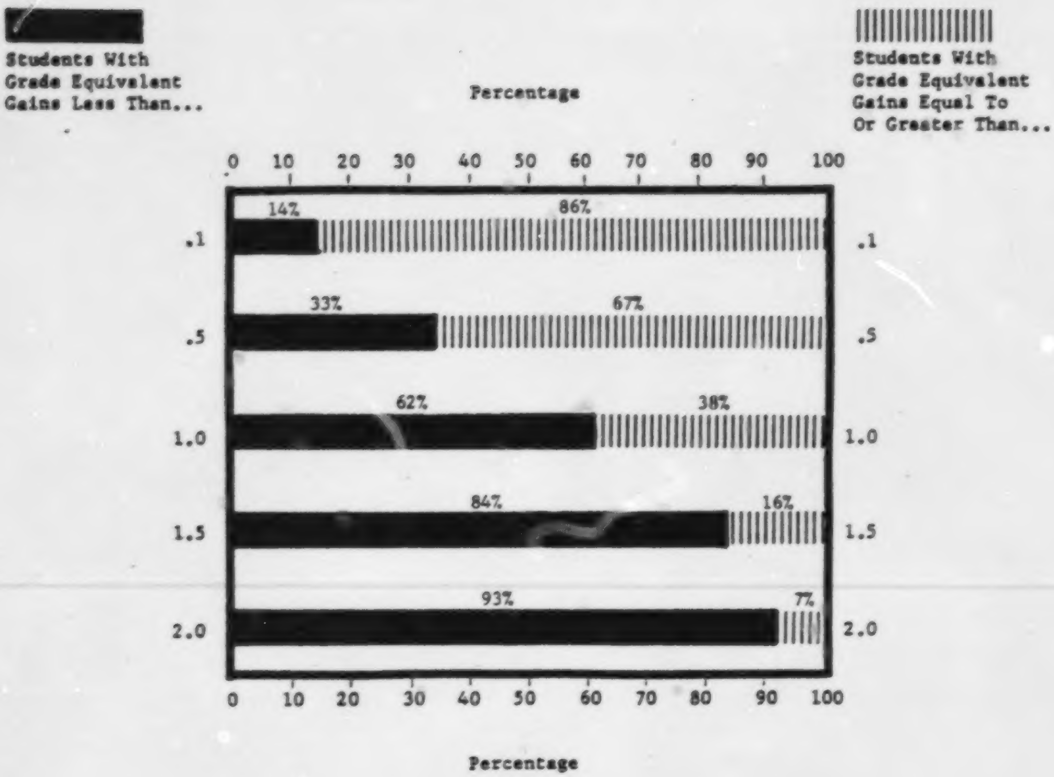


Figure IV-25: READING GRADE EQUIVALENT GAINS FOR TITLE I STUDENTS.

GRADE: 4

TEST: California Achievement Test

SUBTEST: Reading Total

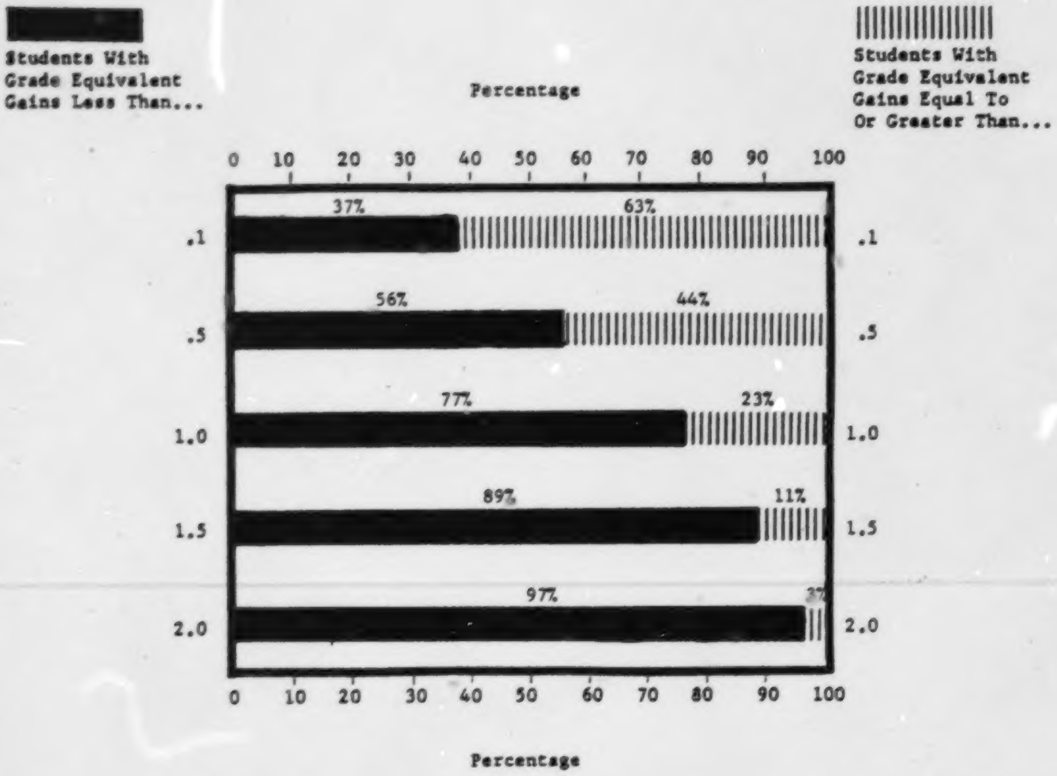
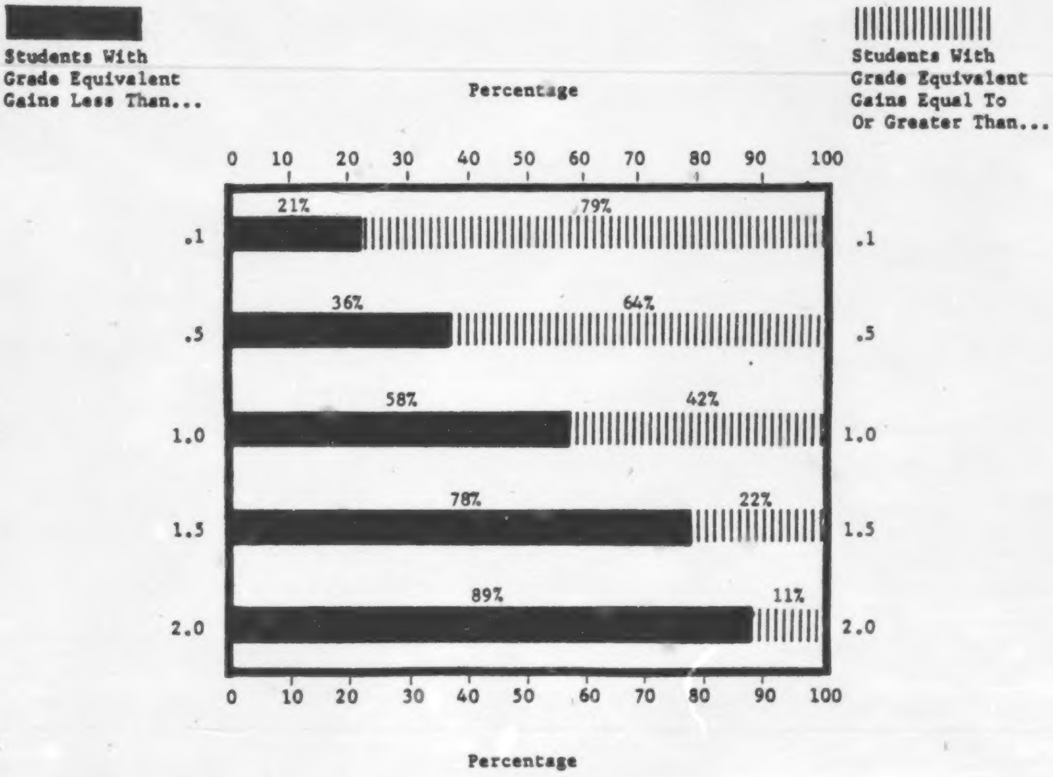


Figure IV-26: READING GRADE EQUIVALENT GAINS FOR TITLE I STUDENTS.

GRADE: 5

TEST: California Achievement Test

SUBTEST: Reading Total



41. Which of the activities proposed in the CASFA Instructional Component, Item three, Part B, were conducted during the year?

ANSWER: The instructional activities were implemented as planned except that not all identified Title I students received instruction.

SUPPORTIVE DATA:

School Visitations and Program Descriptions

Through school visitations, discussions with school personnel, and Title I records, the individual school descriptions found in Chapter III were developed. These reflect closely the proposed activities in the CASFA.

Nine-Week Reports

By March 18, 1977, only 87% of the identified Title I students had received instructional services. This is based on the 6,230 students identified. The proposed number of students to be identified was 6,258.

Supervisors' Interviews

The two instructional supervisors for Title I were interviewed in May, 1977.

According to the instructional supervisors, the following monitoring and staff development activities were conducted.

Approximately five regularly scheduled visits were made to each school by one of the supervisors or both. Records were monitored at least once a month by either of the supervisors.

Nine staff development or inservice sessions were held for Title I instructional staff.

The amount of direct instructional time provided to individual Title I students by Title I personnel varied from none to several hours per week.

Classroom observations showed that:

On the average, a Title I student received about seven minutes a day of instruction from Title I personnel.

Title I students did not receive extra time in instruction. They received almost exactly the same amount of time in reading/language arts instruction as did non-Title I students (in both Title I and non-Title I schools).

Title I students worked in slightly larger groups than did non-Title I students in the same schools.

Title I students spent less time working alone than did non-Title I students (in Title I and non-Title I schools).

Title I students received slightly more instructional attention from the classroom teacher than did non-Title I students in the same schools (an average of six minutes more daily). However, they received less attention from the classroom teacher than non-Title I students in non-Title I schools received (16 minutes less on the average).

Title I students spent no more time going from class to class (or reading lab) than did non-Title I students. "Hall time" for all groups averaged to around 15 minutes per day.

V

GLOSSARY

1. A.I.S.D. - Austin Independent School District.
2. area directors - five persons in AISD who are responsible for elementary instructional supervision directly and through the instructional coordinators assigned to their geographical area.
3. Boehm Test of Basic Concepts - a standardized achievement test given to AISD kindergarteners to measure their learning of preschool concepts.
4. California Achievement Test (CAT) - a standardized achievement test battery with norms.
5. CASFA - Consolidated Application for State and Federal Assistance, submitted to TEA to apply for 1976-77 funds for Title I, SCE, and Migrant projects.
6. decision questions - a set of questions which must be answered by program or District decision-makers at some point in the future, for which the Office of Research and Evaluation provides data-based information through evaluation activities.
7. District PAC - District Parent Advisory Committee, made up of representatives from each of the local campus parent advisory committees (local PACs) who provide input into planning of Title I proposals and perform other advisory functions.
8. ESEA - Elementary and Secondary Education Act. A Federal law passed by Congress in 1965. It has several title (subsections of this act) which allocate funds for various purposes.
9. ESEA Title I - Title I of the Elementary and Secondary Education Act of 1965 which provides federal funds to educationally deprived children.
10. ESEA Title I Migrant - Sub-program of ESEA Title I which identifies and provides special services to migrant children.
11. ESEA Title VII - Title VII of the Elementary and Secondary Edcuation Act of 1965 which provides federal funds for the implementation of demonstration bilingual programs.
12. evaluation design - the strategy developed for evaluating the effectiveness of a program.
13. evaluation questions - a set of questions developed during the planning stage of evaluation to be used to provide information relevant to decision questions.

14. Fountain Valley - a diagnostic, objectives-oriented system for evaluating student progress in math by testing skills areas.

15. instructional coordinator - a person in AISD who is responsible for the maintenance and improvement of the instructional program.

16. instrument - any formal data-gathering device; includes tests, questionnaires, and interview forms.

17. Ladder of Skills - a conceptual learning scale which consists of skill objectives at each learning level which serve as the guide for placing each student on an appropriate learning level, and as the basis for reporting student reading progress.

18. language arts center - an area in Title I schools where Title I instructional materials are located and where Title I instructional personnel serve identified students. It is usually very similar to a reading lab and functions as such.

19. level of significance - a statistical term used to express the degree of confidence that differences found among scores are true differences and not chance differences.

20. Local/State Bilingual Program - a program providing services to students with limited English-speaking ability in grades K-5.

21. Local PAC - a parent advisory committee established on each Title I campus for the purpose of encouraging parental involvement in school activities and eliciting parental input into the planning of Title I activities.

22. MRT - Metropolitan Readiness Test - A reading readiness test given to all first graders in Austin.

23. Migrant Project - the 1976-77 ESEA Title I Migrant Project in AISD.

24. ORE - Office of Research and Evaluation.

25. .05 level of significance - only 5 times out of 100 would the reported outcome have resulted solely by chance.

26. SCE - State Compensatory Education; a project funded by the state of Texas to provide assistance to educationally disadvantaged students.

27. significant - a term used for statistical confidence in a reported outcome at a given level (usually .05).

28. TEA - Texas Education Agency; the state agency responsible for providing leadership to Texas public schools in curriculum, training, and administration matters.

29. Title I community representative - a person placed on Title I campuses through Title I funds to serve as a liaison between the school and home.

30. Title I counselor - a counselor placed on most Title I campuses through Title I funding who provides guidance and counseling services to Title I students in the instructional program.

31. Title I instructional aide - a person hired through Title I funds and placed on Title I campuses for the purpose of assisting in the instruction of students served by the Title I instructional program. Title I aides function in the classrooms as well as the Title I reading labs and language arts centers.

32. Title I learning coordinator - a person on each Title I campus who functions in the instructional component as reading teacher and planner/coordinator of the delivery of Title I instructional services on the campus.

33. Title I Parent Involvement Specialist - the supervisor of all parental involvement activities through the Title I Program.

34. Title I reading teacher - a person funded through Title I who delivers supplemental reading instruction to Title I students, usually in a Title I reading lab or language arts center.

35. Title I Staff - as used in this report, the administrative and supervisory staff for the Title I Program, (includes Title I Administrator, Guidance and Counseling Supervisor, Reading Supervisors, and the Parent Involvement Specialist).